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Rigby, Mary E.; Woodcock, Charles C.

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Development of a Pesidential Education Program for Emotionally Deprived Pseudo-Retarded Blind Children,

Volumes II and III. Final Peport.

ΙΝΟΤΨΟΨΤΟΝ

Oregon State School for the Blind, Salem.

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\*Achievement, Adjustment (to Environment), \*Case Studies (Education), Eating Habits, \*Exceptional Child Research, Hygiene, Individual Development, Medical Case Histories, \*Multiply Handicapped, Performance, Physical Development, Psychological Evaluation, Psychomotor Skills, Student Placement,

\*Visually Handicapped

ABSTRACT

A continuation of a report (EC 004 818) presents appended case studies of 15 children involved in a residential school program for the multiply handicapped blind. Each study provides information and developmental history, medical data, personal hygiene, eating habits, physical development, psychological adjustment, object recognition, classroom performance, placement recommendation, and a psychological evaluation. Each study is accompanied by tables of performance. (JM)



FINAL REPORT

Project No. D-071

Grant No. 32-47-0000-1007

## **VOLUME II**

## DEVELOPMENT OF A RESIDENTIAL EDUCATION PROGRAM

FOR

# EMOTIONALLY DEPRIVED PSEUDO-RETARDED BLIND CHILDREN

May 1967

Amended April 1, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE OFFICE OF EDUCATION

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U. S. Department of HEALTH, EDUCATION, AND WELFARE

Office of Education Bureau of Research



#### CHILD A

### DEVELOPMENTAL HISTORY

A, a boy, was the second born of triplets and the only one to survive. His birth weight was 2 lbs. 12 oz. He remained in an incubator with oxygen for two and one-half months. Periods of apnea and cyanosis are reported during this time. He smiled at six to seven months, sat alone at fifteen months, and was able to stand holding on at eighteen months. He was not walking at five and one-half years. At twenty months he said "Dada" and "no, no".

At seventeen months he was hospitalized for diarrhea and anemia and was given a blood transfusion. Beginning at nineteen to twenty months he screamed and banged his head much of the time. He also began having foul smelling, bulky stools, and stopped talking. He was seen at the University of Oregon Medical School at age thirty-two months. They recommended that he be tested for fibrocystic disease of the pancreas. The records shown no follow-through on the test. Psychological testing at that time estimated an SQ of 34.

A was the second child in the family. He had a sister older and one younger, who appeared to be normally developing children. By the time A was three, both the mother and father were in poor health, and upon the advice of their physician decided to place the child in the home for retarded children. Until he could be admitted he was placed in a nursing home. At age five and one-half his parents applied for his admission to the Demonstration Program at the Oregon School for the Blind, after consultation with the doctor and social worker. They also requested that he remain on the rolls of the home for the retarded if he failed to make sufficient progress to be admitted to the school classes.

#### MEDICAL

Examination at the University of Oregon Medical School showed that A had no gross neurological disorder, was blind due to Retrolental fibroplasia associated with three months in an incubator, and that he had no light perception (questionable due to uncooperative attitude), and was severely retarded. Estimates of intellectual functioning measured on the Maxfield-Bucholz adaptation for the blind of the social maturity scale, show ten months progress, approximately, during the two year period between tests. conclusion of the report reads: "During the present evaluation A demonstrated an ability to leave the familiar person he was with, explore the new environment, and become involved in his own play, all of which were absent on his previous visit. However, he still has no words for communication, will not interact with others, has little organized play, and would not part with a toy. He seems to be performing

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most adequately in the areas of eating and locomotion and most poorly in interaction with others, and communication."

His hearing was tested and considered normal. Speech therapy was recommended and carried out by students from the Oregon College of Education. The students were able to be here for a very brief time and several students did the work which was not a very satisfactory arrangement.

#### PERSONAL HYGIENE

A can now wash with help and supervision, push his arms through sleeves and help in dressing. When he came he could raise buttocks when being diapered, but this was the only self-help observed, other than pulling off shoes and socks. He can unzip and take off his coat, but cannot start the zipper or put it on independently. He is partially toilet trained. (See Appendix D, D-C-2-A

#### EATING

When A first came he was fed in a high chair. He had been accustomed to pureed food and could not drink alone from a cup. He now feeds himself with fork and spoon and drinks independently. When hungry he will go and sit at the table expectantly, but he does not ask for food. He sometimes gets up from his chair and gets another child's food and takes it to his own place and eats it. (See Appendix D, D-C-16-A

#### PHYSICAL DEVELOPMENT

A could not walk alone when he came, but could walk on his toes if held by the hand. He usually scooted around the floor. Within two months he could walk alone inside the house. Now he walks and runs independently but needs supervision to get to his destination. He has a wide-based gait and puts his heel down most of the time. He can go in and out of the house, opening both house and screen door by turning the handle. He goes up and down stairs if there is a wall or railing, but still puts both feet on the step. (See Appendix D, D-C-29-A

### PSYCHOLOGICAL ADJUSTMENT

A was very fearful in new situations but from the first showed a strong exploratory drive. He is affectionate and likes to tease. At first his play was solitary in one part of the house. By the end of the program he made an effort to join other children, but was not welcomed by them. He related most strongly to toys or small objects, searching for the one he wanted, and screaming and banging his head when frustrated in getting it. He can sometimes be persuaded

to substitute another object, but not always. He shows pleasure appropriately on occasion. (See Appendix D, D-C-20-A OBJECT RECOGNITION

Since A has no speech this must be judged by pre-verbal means. He developed ways of playing with objects that seemed to indicate that he knew what might be expected of them. He put small cans inside larger ones, screwed caps on bottles, drank out of cups, etc. He could use a bar of soap to wash his hands, but he also liked to put his foot on it and skate across the floor. (See Appendix D,

#### CLASSROOM PERFORMANCE

Because A had no speech and did not function in a group, he was rarely in a classroom. In the residential situation staff members and volunteers tried to associate words with objects, the parts of his body and to teach him to follow simple commands. He could whistle, play "patty-cake", turn on or off the light. He used "No" a few times meaningfully, as when he did not want to go with his parents on one visit.

## RECOMMENDATION FOR PLACEMENT

A had shown progress in that he had learned to walk, feed himself and adjust to new experiences. He had not progressed sufficiently to be in a classroom. Therefore at the end of this program he would have to return to the home for the retarded.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL December 6, 1966

Child A was referred by the School for the Blind for an evaluation of his present level of social and intellectual functioning. He had been seen by Child Psychology two years ago during his first year in the school's new program for multi-impaired children. Child A is the sole survivor of premature triplets and it is thought his blindness resulted from retrolental fibroplasia. On the previous visit he obtained a social age of 16 months on the Vineland and a social age of 22.5 months on the Maxfield-Buchholz adaptation for the blind. No formal intellectual evaluation could be given.

A was observed as he entered the waiting room with Mrs. D from the School for the Blind. It was noted that he was able to immediately leave her and explore the room. He walked across the room with his arms constantly moving and soon found a table with some toys. After finding a plastic pitcher that interested him, he sat on the floor and became completely absorbed in his play which consisted of mouthing and banging the toy.

D-3



Child A paid no attention to the examiner's entry into the room and did not respond to a verbal request to come with him. However, when the examiner firmly took hold of A's hand and told him to come, he did so without making a fuss, walked down the hall and was able to seat himself in a chair once the examiner put his hand on it. A sat in the chair while exploring the table in front of him. During this time the examiner attempted to elicit an appropriate response to a verbal request without success. A would not point to parts of his body, give any indication whether he knew whether he was a boy or girl, or stack blocks. As soon as A came in contact with the blocks he began putting them in his mouth and then threw them on the floor. There was no attempt to use them in an organized way. When given a metal cup he explored it thoroughly and then seemed to comply with a request to drink from it. He became very excited when a bell was rung and he wildly reached out for it. Once the bell was obtained he became completely absorbed in his own play with the cup and bell and was not even bothered by the examiner leaving the room.

An interview with Mrs. D confirmed the fact that A does not use any words for verbal communication. This may account in part, for his lack of social interaction with others. This child's typical response to frustration was observed when the cup he was playing with rolled under the table. He searched for it without success and then broke into a rage and began screaming. After this he would not let go of the cup and rather than set it down while taking his coat off, he pulled the coat off with his teeth. At the end of the session he wouldn't exchange his toy for a cookie and so it had to be taken away forcibly which caused a further outbreak. No formal IQ testing was done because of this child's unresponsiveness to commands.

As part of the interview, the Vineland Social Maturity Scale and the Maxfield-Buchholz adaptation for the blind were completed. A received a social age of 33 months on the blind scale. This indicates approximately 10 months progress in the last two years. However, the results of the social maturity scales should be regarded as estimates since there were some items which the informant was unable to give information about and there were some areas where A has had virtually no opportunity to learn: i.e. using stairs, buttons, scissors and crayons, or unwrapping candy. Also many things are done for him which are part of the institution's routine (such as brushing his teeth) which he may be able to do for himself.

Mrs. D did report that A is able to follow certain commands when given in the context of the normal routine of the school: i.e. "Come eat," "Come on let's go," "Let's go change diaper," or "Let's play with roller skates."



During the present evaluation A demonstrated an ability to leave the familiar person he was with, explore the new environment, and become involved in his own play, all of which were absent on his previous visit. However, he still has no words for communication, will not interact with others, has little organized play, and would not part with a toy. He seems to be performing most adequately in the areas of eating and locomotion and most poorly in interaction with others and communication.

Russell Jackson, M. S. Intern in Medical Psychology

Frederick H. Kanfer, Ph.D. Professor in Medical Psychology/cw

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H.	Hold hands under water in basin					X
ດໍ່	Rub hands together under water					X
ķ	Reach for scap and rub it on hands					
7.	Turn on water faucet					
5.	Turn off water faucet					
•	Wash and rinse hands					``
7.	Rub hands on towel in any fashion					X
- œ	Dry hands on towel	_				×
ó	Reach for towel					
, ,	Got tome and use					
11.	Wash hands if reminded to do so					
12.	Wash hands without reminder					
\ <u>\</u>	Wash and dry hands without reminder					ì
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	15.	Hang towel on rack after using							
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	19.	. Dip washeloth in water and wash face							
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	되•	Wash neck							
	22.	2. Wash ears and area just behind ears							
	23.	3. Wash arms							<del></del>
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	iņ	Play in bathrub of water with toys		×					
	4.	Cooperate in being washed while in tub						×	
	īζ	Help use washcloth							
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	7.	Wash self with verbal directions							
	ထိ	Wash self adequately without direction							
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	10.	Wash self independently in shower							
	0 r너 ~니	Help dry part of self							
	12.	Help dry whole of self							
	13°	Dry self independently	-						- 1
	- -	Put soiled towel in designated place					_		Į
	15.	Clean tub after bathing				-			ł

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D-C-7-A

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etad e u il emeN etsd emsN eltiT Date emsN Racear pls Use toilet while wearing sanitary equipment without slacks (girls) Cooperate in wearing sanitary equipment and button or snag Change sanitary equipment with help slacks) jesus or paper independently paper when reminded with hely Fasten front snap on jeans Fasten front button on Zipper clothing (jesue Fasten side zipper Unbytton slothing ge dad SANITARY EQUIPMENT PERSONAL HYGIENE cont. Buckle belt toilst boilet Taileting cont. toilet problem Child Can: esn Use 33 16. 23. -. 년/ CVI PHI 10.

emen Eltit Date Title ытвИ eted Ti tle Neme Rated by: period independently Wrap and place used pads in designated place Change sanitary equipment independently Clean fingernails with nail brush Clean fingernails with file tip self during menstrual fingernails Clean toenails with nail brush Clean toenails with file tip FINGER AND TOE NAILS Wash soiled alothing Sanitary Equipment cont. emery board PERSONAL HYGIENE cont. Child Can: 'n å 'n 6. H. • 5

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	<b>.</b>	and take off shoes							1
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	11.	Unfasten and take off dress (front buttons)	+		-				}
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$\mathcal{E}_{\mathcal{S}}$	Pull up shorts or panties if above feet					
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27.	Pick up and put on undershorts or panties fiom pile		-1	nds o'X despodents (1840 -		

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PERSONAL HIGIBAR cont.

I. Dressing cont.

Child Can:

Identify back from front of undershorts or panties

Date

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Rated by:

29. Put on undershorts or panties sorrectly

30. Cooperate in putting on undershirt

31. Put on undershirt if handed garment

32. Pick up and put on undershirt from pile of clothing laid ready

33. Identify back from front of undershirt

H. Put on undershirt correctly with verbal direction

35. Put on undershirt correctly and independently

POR GIRLS ONLY

6. Cooperate in putting on slip

37. Put slip on if handed garment

38. Pick up and put on slip from pile of clothing laid ready

39. Identify back from front of slip

D- C-12-A

Date Name Title Date Tifl e 9ms*N* Date Name eltiT Date Ti fi ,emeN Date \_ettiT emsN : Yd betaR clothing a dress correctly with verbal directions Put on slip correctly with verbal direction dress correctly and independently ot pile Put on slip correctly and independently dress which buttons in front dress which buttons in back dress dress which zips in front a dress which zips in back dress from a a dress if handed garment Cooperate in putting on a dress ಥ Identify back from front of Fasten belt in front a side zipper ಥ Pick up and put on laid ready Tie sash in back PERSONAL HYGIENE cont. ಥ ಹ Fasten a ಹ Dressing cont. Fasten Fasten Fasten Fasten Put on Put on Put on Child Can: 51. 19 18. **1**0° 146. 5. 14. 口。 120 5.

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Θ[ttT e me N JF075 ettiT \_eteU e me N at RC elt iT ешвИ etad Name Title Date Name Titl<del>o</del> Rated by: suit correctly Turn sock so heel is in correct position Put on socks correctly and independently Put shoe on correct foot independently OVE Put on shoes with verial direction sock that has been put Cooperate in putting on shoes Cooperate in putting on socks Put on sock if handed to him ಯ of Pull laces tight in shoe Cross laces to begin tie Match coat and trousers Pick up and put on sock Knot tie correctly simple knot Tie bow knot PERSONAL HYGIENE cont. Dressing cont. FOR BOTH SEXES Child Can: 73. €89 •

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• H	Find place at table					
c	St down of toble with help					X
ů						×
'n	Sit down at table without halp					<b>\</b> >
1.	Sit quietly for part of meal with supervision					$\langle$
r.	Sit quietly for all of meal with supervision					
ć	Sit quietiv for all of meal	¥				
, t	Annual Composition					X
•	TEST TEST TOTAL TEST TEST TEST TEST TEST TEST TEST TES					
ф Ф	Eat food only with fingers	-				
6	Est some foods with fingers					X
, C	<b>į</b> . 0					×
• ) r - r		×				
	Ear only					$\times$
12.	Chew food partially					
13.	Chew food well					>
14.	Eat only a few foods			gardi)		

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iŲ.	Eat most foods					
9	Eat whatever is offered					
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·	Use spoon with herp					×
18.	Use spoon independently					
19.	Use fork					
20.	Use knife for spreading					Ì
• )	6					
iz	Use knife for cutting					
22.	Use fork edge for cutting					>
23°	Drink from cup with help		-			× >
21.	Drink from oup alone					×
	(					
25.	Drink from glass	-			a. s. <b>45</b>	
26.	Leave napkin on	_	-	-		
27.	Use napkin with help	_	n i f			
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30.	Fold napkin					
, ,	Tot without enilling on floor					
• +6						
32°	Eat without spilling on table					
33°	Use bread or finger for "pusher"					
Z Z	Regnest seconds					×
÷ ;	A = 1 - A = 1					
.60	ASK 101 Seconds quiedry					
36.	Wait quietly for service	Control of the Contro				
37.	Raise hand for service					
38.	Sav <b>pl</b> ease					
55	oay thank you					
70°	Maintain good posture					
中	Wait patiently until excused					

NAME

II.

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A. EATING AND TABL

Child Can:

_				1. P10		1951 75	
ATI	ATING AND TABLE SKILLS CONT.	Ð		9°	Θ.	1/27/7/e 17/5/6	
h <b>il</b> a	Can:	Mame Titi etad	emaN îtîT etaU	MemaN TiiT Date	Mame TitT Date	Name LjiT Dæte	
CV	Use appropriate table conversation			-			
м. •	sin from improper						
٠	Wash after eating with help					<b>×</b>	
ָּ לי	atter eating with						
· \	Work after eating independently						
) i	Has onnwarms of a of Teamwark						
• 0							
• Q							
<u>.</u> م	Pass plate of dry food						
ဂ္က	Serve self and pass bowl of fruit						
i,	Pour milk on cereal						
2	Pour syrup on hot cakes, etc.						
33						1.	()
, Te	Serve self and pass platter of meat						
į							

Date Alay Name ( Date TTFI Name Date STALL Date TTATE этси Date Name EltiT Rates by: residence school. from home routine activities school other children from going from residence devives group activities school ಭ ಭಾ inappropriate reason for crying school adul ts unwanted by family left to own Cries with no observable reason ţ ريد ديد explain reason for crying to the point where returning Appears to feel unwanted by unwanted by go: ng evening during depressed when depressed when whear uo řř feel feel ADJUS TMENT depressed dapressed dapressed depressed Appears to \$ ADJUS TAIENT Daydreams Appears Seems PSYCHOLOGICAL Child: 13. 12. 11. 6, 10. œ

NAME

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CHOLOG	CHOLOGICAL ADJUSTMENT "ont.			gelenge ( 14 - 1844) en	() ***.>**C> .	Joh Joh
14-4 1-4 15: 17:2	Salf-Adjustment cont.	beta am ett et.	em. E.Id. E.td.	err Err	enne ell:	e tt i
Child:		sN;	TI	ÎΤ	FT	II.
17:	Giggles when nothing seems funny to observer		_^			\ \
الم الر/	Does not explain what is fumny when he giggle					ļ.
10.	Giggles when obviously hurt					X
17.	Uses foul words to get attention			!		l
, &						1
			a Lubry Miller Province			!
19.						-
20.	Purposely injures self by biting parts of body					
Ŋ,	Purposely injures self by tearing alothes					· .
22	Purposely injures self by banging head hard				j	\ \
5						×
620	Infows same to the					
• <del>†</del> ਨ	Sacks protection from adults			-		`>
25,	Seeks affection from adults					

etad eltil amen Rated by: punish other family member punishment at home Is homesick and cries to go home that parents will of father of mother mis-behavior at school PSYCHOLOGICAL ADJUSTMENT cont.  $\mathbf{of}$ Expresses fear fear HOME ADJUS TMENT Child: B

Name / / / / T eltIT Date / day

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e wen

Name Name

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Date Alak <u>slatt</u> emen Date e LttT emen. ested Name 5141T Date Name Title etad elti ews : Vd betaA Approaches other children with hostile intent group but does not participate other child play\_ play play Avoids other children in informal Is rejected by others in informal Is accepted by others in informal Takes playthings away from others Tries to hurt younger children Rejects friendly approach of a conversation Takes food away from others Tries to play with others Objects to taking turns PSYCHOLOGICAL ADJUSTMENT cont. Initiates conversation Is cruel to animals Remains near Can carry on SOCIAL ADJUSTMENT Child: 13. 14. 11. 12. **φ** 9 10.

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NAME

III.

1401167.80 <u>e</u> 1411 emen. Date erarr eman Date emen etad SmsN Sitil Retted betaR Denies having done something for which he Answers questions asked by another shild Repeats words or phrases said by another Shows affection for some other children Sex Is eager for recognition from adults to play with child of either Answers questions asked by adults a certain adult a certain child Shows affection for some adults Uses nonserse and made on words shild protection from adults Seeks acceptance from peers Asks about absent or ill PSYCHOLOGICAL ADJUSTMENT cont. expects purishment SOCIAL ADJUSTMENT cont. Says he dislikes dislikes Says he Seeks 28° 3 ŝ तंं 27, &ું 18. 19, ද් 15. 16,

NAME

Date Link <u>elti</u>T emeN etad <u>e</u>tatl "≕ans V Dete elart Part Name etad <u> Pratt</u> emen <sub>e</sub>eta**(** emeN eltiT \*Vd DetaH vprosite sex always honest (less self-assertive) get his own way Sex Is considerate of other children Same Shows strong self-assertion Joins peers in common cause of ु सु not play with child play with child Argues when he does not اع. ای courteous to adults Cooperates for praise Cooperates for reward CHOLOGICAL ADJUSTMENT cont. but Enjoys "rough" play Is self-confident SOCIAL ADJUSTMENT cont. Knows honesty, ţ **\$** Tattles Saeks ES Child; 山. **10**. 38. 39. 36. 4 35° 36° 8

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PSYCHOLOGI  c. SOCIAL  Child:			2 9 2 3 6 2 5 6 2 6 2 6 2 6 2 6 2 6 2 6 2 6 2 6	Nam Lad Lad Man Lad Lad Lad Lad Man Man Man Man Man			Span		of humor	ng of responsibility	of others	s of others	ties of others	ietly with help	letly without help	equipment	
	<t-< td=""><td>GICAL ADJUSTMENT cont.</td><td>AL ADJUSTMENT cont.</td><td>.d:</td><td>Shows self-control</td><td>Bites nails</td><td>Has a short attention span</td><td>ion</td><td>Is developing</td><td></td><td></td><td></td><td></td><td></td><td></td><td>Is responsible for</td><td></td></t-<>	GICAL ADJUSTMENT cont.	AL ADJUSTMENT cont.	.d:	Shows self-control	Bites nails	Has a short attention span	ion	Is developing							Is responsible for	
	NAME	III. PSYCHOLOG		Chil	·21	43.	÷ ††	45.	1,6.	1,7	187	· 64	26	, K	52.	53.	

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A		Ç d				الولام و بال
CHOLOC	CHOLOGICAL ADJUSTMENT cont.					
71208	SOCIAL ADJUSTMENT cont.	6.1.e	<u> </u>	F 14	_et	om elt Jet
Child:		nsN fiT bad	New FLT Fad	De. Lit Net	Da	T.T.
L.	madements ond follows simple directions					×
, y						
ģ	Can make suggestions					
57°	Is aware of time but ignores it	1				
58	Asks "Why"					
Ç	Sees the fallibility of adults					
	Has limited reasoning apitty					
61.	Lacks judgement					
3	Is concerned only with the immediate					×
<b>.</b>						
63.	Can anticipate					
64.	Is indecisive					
65.	Can make decisions					
	on initiate a game or play with another child					
8 .	Carl Turana a paga a maratur man					
<i>6</i> 2•	Is punctual					<b>9</b>

NAME

D- C-28 -A

A		729	7176	
IYSICAI	INSICAL DEVELOPMENT	り[] トナ <sup>つ</sup>	J-J-0	
MOB	MOBILITY Gd	је е е у	19 e	
Chi]	Child Can:	Mam Dat Mam Tit Tit	Mem Tit Dad Mem Tit Dat Tit Tit	
٦,	Crawl in any fashion	X		• 1
oi •	Crawl in homologous pattern			.
₩.	Crawl in homolateral pattern			$\overline{}$
4.	Crawl in cross pattern			
5	Creep in any fashion			
•9	Creep in homologous pattern			7
•	Greep in homolateral pattern			
·	Creep in cross pattern			
ō	Stand with support	×		-
•	Stond mithout support		×	
	The Wathou		×	
• • • •	Walk holding hand (another person's	×		T
י י	Walk holding to furniture		×	
+7.				

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Date Name Title Date ${f Q}$ e ItiT Name Date SITTI emsN Jak etal Name 3) etad eltiT Rated by: s help railing steps by wall without another person' steps without using a railing steps (both feet on each step) steps (one foot on each step) Walk down step without help Climb flight of steps with alone inside building Walk down step with help sidewalk steps with help Walk following wall a flight of Walk down ramp alone on Walk up ramp PHYSICAL DEVELOPMENT Climb Climb Cl imb Climb Cl imb Child Can: MOBILITY 26. 25. 22. 23. तं 20° 21. 19. 18. 97 15.

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		- -	-	<u>-</u>	-	-	
CCAL	ICAL DEVELOPMENT						
MOBILITY	Led	9	e	e ·		<b>9</b> 1	
Chil	ghild Can:	Neme Titi Date	Vame Titl Date	emeV [ti] etaQ	Neme [1:1] bate	msN Titl Jad	
27.	Climb up ladder						
28.	Climb down ladder						
ő	Walk forward on command		-				
7 Z	Walk backward on command						
? ;	The boad from eide to side						
)1°	onts on entermoit manufulling						
32.	Turn head to right side on command						_
33°	Turn head to left side on command						
¥.	Nod head forward on command						
35.	Nod head backward on command						
36.	Move arm(s) to right						
· ;	Morro com (c) to left						
).							
, 200	Move arm(s) up			_			
39	Move arm(s) down						$\overline{}$

NAME IV. F

a lutT ours N omsV F141T eted Detar name Name Date Lifit Newe Name Title Date eva tentan Jump (get both feet off floor) Stand feet (on communic) Clap hand (on sommand) Hop (alternating feet) Ary hards to ringthm Stamp from to rhythm Hop on si ther foct Hop on cas foct Run with help Bread jump PHYSICAL DEVELOPMENT Gallop Slide Skip Chill Can: A. MOBILITY Z, 52, 149。 ر ت <u>,</u> Ŗ, 売。 能。 ्रं

NAME

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		-	-		-	1944 1944
¥						
YSICAL DI	KSICAL DEVELOPMENT:	9	Ġ).	Gamerana Öli, eramena		9
MOBILITY		emsN Ijîn ejeO	ex:sV Itli eteq	smeN Loti tota etsO	Name Ittl Oate	enteN T3:T1 54:BC
53. R	Run without help but touching another person	1				
字. 图	Run freely any pattern					
55. R	Run freely cross pattern					
	Run fast on command					
	Walk slowly on command					
, PHYSIC	PHYSICAL, SKILLS					
l. Do	Do 1 or more forward rolls					
2. Do	Do backward roll					
	no (nymber ) sit-ups					
					N.	
γ. Η	Do (number / pullands					
6. CI	Climb rope					
7. T	Throw a ball					
д С	Bourse a ball					-
				•		

NAME IV.

	-	-	-	-	
A A			ارد الدسونيين درد الدسونيين		
YSICAL DEVELOPMENT:	: 1				
Physical Skills	a I	ė.	,	.Je	٤ [(
Child Can:	Rate Name Tit: Date	Nam Tit Tet	msN TLT ***C	Nem Tit	Nem Tit
9. Kick a ball	-				٠
10. Walk a balance(4") beam for 3 feet		_			
Walk a halance()" beam for 6 feet					
IZ. Walk a Darance(4) Down for o		_		_	
(Stall bars)					
mon agai promà d'anna sgritt					
17. Climb		-		-	
(Horizontal Bars)					
18. Boy's pull-up	$\frac{1}{1}$	1	_		
of Giri's pull-up				_	
			•		

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Zi Zi

Name Titl etad etsq Name Title Date Neare Date Name Z Date Name Titlə Rated by: Sit on edge of large pool with feet in water Play with water toys in splash pool Mr. Fox? Enter large pool without help Sit in splash pool and play\_ Play in splash pool (small) Enter large pool with help Play What Time Is It, Skin-the-cat Play London Bridge Simon Says PHYSICAL DEVELOPMENT: Physical Skills Stunt: Stunt Flay Child Can: SWIMMING (Games) 22. 5 å

IV.

Neme TitiT = Dat:e Anga Leaven Float in prone position and regain standing position Were assemed shallow and of pool without help Turn head to breath in rhythmia pattern Stand in corner of pool we chout solult Starf in sorner of pool with adult Expel breath under water Float in prone position Held treath under water Saimerge haad in water Be relaxed in pool Put fait in water Flutier k. k PHYSICAL DEVELOPMENT: Chill Can: SWIMMING 18. 16° ري الاز

NAME

IV.

Glide in prone position using flutter kick

T	THE PARTY OF THE P		CONTRACTOR STATE	COMMISSION OF THE STREET, OF THE STR	<del></del>
PHYSICA	PHYSICAL DEVELOPMENT:	2002-00-00-00-00-00-00-00-00-00-00-00-00	e agr. 19 (1963) Protection (1963)	nten edikelija 1 lejne - Suberita 2 lejne - Suberita	
C. SWEMILN:	T. W. T.	ELECTION OF THE PROPERTY OF TH	ease in the first teacher in t	ا سرا وي مود دري عدد م	
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NAME\_\_\_\_IV.

#### CHILD B

## DEVELOPMENTAL HISTORY

B, a girl, was a full term baby weighing 8 lbs, 6 oz. at birth. The pregnancy had been complicated by kidney infection during the first trimester and toxemia during the third. Forcepts were used during delivery.

B did not cry much until she was a week old and was usually a "good" baby. She smiled at five and one-half weeks. At six months she began saying "ma, ma, ba, da, da." When B was four months old the maternal grandmother suggested that there might be something wrong because the baby would lie on her back and look up at the ceiling and never make an attempt to roll over. She could not hold up her head. Her eyes were still as they had been when she was born, would waver constantly and would cross. The doctor the parents consulted told them she was blind and brain damaged and "that there wasn't anything that could be done for her yet." (parent's statement) She rolled over at eight months and sat alone by nine months. She finger-fed herself at about one year. By two years she could stand alone and take a few steps with help. A brother was born when she was two and one-half after which she began to improve more rapidly. Her balance was very poor and she kept falling. She was afraid of new things, especially fast moving objects and animals. She seemed to understand what was said to her but dit not talk plainly. (This was taken from the mother's report.)

#### MEDICAL

Examination at the University of Oregon Medical School showed that B, a five year old child with severe visual deficits and speech retardation, but with no other neurological deficit. Evaluation at Portland Speech and Hearing showed a 25% loss. She had repeated ear infections (Otitis media) B had congenital Nystagmas. Distance acuity was estimated to be poor, near acuity as fair. Psychological evaluation as determined by the standard form of the Stanford-Binet Intelligence Scale, showed a mild to severe range of retardation with an IQ of (See Appendix D) Social Quotient on the Vineland Social Maturity Scale was 64. The psychologist said, "Although visual and hearing deficiencies may handicap her somewhat, speech difficulties seem most central in lowering her performance on intellectual tasks. Despite these intellectual deficits her social development appears encouraging and indicates that she is a trainable child."



### PERSONAL HYGIENE

B is a day student so that the check sheet in Appendix D was filled out in part by her mother. B is doing very well for her age and has been showing progress toward the more difficult items. When she first came she often wet her panties but by the end of the program had very few accidents. She improved in buttoning, zipping, and snaping the fastenings on her clothing.

## PHYSICAL DEVELOPMENT

When B entered the program she had a problem of balance. She still cannot walk the balance beam well, but has shown much improvement. She can now skip, and jump rope. She cannot skate as yet. She does her exercises well and will play games. She is still afraid in the pool but will go in without the one-to-one necessary at first. (See Appendix D, D-C-29-B

### EATING

B had learned to eat well at home and has had little difficulty. She is well behaved and has shown normal improvement. (See Appendix D, D-C-16-B

## PSYCHOLOGICAL ADJUSTMENT

B has improved in her adjustment to school and seems to enjoy being with the group now. She is becoming more self-assertive and now sometimes takes toys away from others. She tries to carry on conversations both with adults and other children much more than at the beginning of the program. She seems to be progressing slowly, but normally. (See D-C-20-B)

### OBJECT RECOGNITION

While B cannot name objects so another person can understand her, she seems to have a good understanding of their use. She is eager to explore and is aware of her surroundings. She remembers how to use tools such as scissors better than one would expect since her coordination is not well developed.

#### CLASSROOM PERFORMANCE

Learning to listen to stories and records has been one area in which B has made great improvement. In the beginning she seemed not to know how to listen or what to listen for. She is learning to sing also which helps her speak more clearly. Speech therapy has helped her in forming sounds. B does well and enjoys art and craft activities and games. She does less well in academics and requires many repetitions.



# RECOMMENDATION FOR PLACEMENT

The staff felt that B had made good progress. She has improved greatly in balance and in speech. She seems able to function in a group. Her academic progress may be slow, but with practice she should be able to learn many skills. Her vision seems to be improving and helps her in orientation and mobility. Pre-primary placement in a school for the blind here seemed good now with probably a need for emphasis on prevocational training indicated. She is too young to make that decision now. We also felt that she had made more progress because she was young.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL February 28, 1967

Child B, age 6 years 7 months, was seen at the request of the Oregon School for the Blind. B is a day pupil at the school and has had marked improvement in visual accuity in the past year. Recent speech and hearing evaluations indicate that she has a 25% hearing loss.

B separated easily from the teacher who accompanied her here and entered the testing situation willingly. She did not hesitate to become involved in the tasks which were presented her. She spoke very little and was difficult to understand when she did. As the test items became more difficult, B tended to look away from the examiner and pay little attention to the test materials. Items which require verbal responses were frequently responded to in this manner. B appears to be one who relates rather easily to adults and responds with passive withdrawal only when pushed beyond her ability level. The results of this evaluation appear to be a representative sample of what could be obtained from this child under any other good testing conditions.

The standard form of the Stanford-Binet Intelligence She experienced little or no Scale was administered to B. difficulty with items requiring visual accuity. She was able to satisfactorily accomplish discrimination of geometric forms and to identify pictures of objects by their use. Generally, she had more difficulty on items which require verbal responses. B was able to satisfactorily complete all test items at the 2 year 6 month level and consistently failed items at the 5 year level and above. She earned a Mental Age of 3 years 7 months which, when compared with her chronological age of 6 years 7 months yields an IQ of 50. Although this score may be slightly depressed by this child's current hearing and visual difficulties, this seems to be essentially a valid estimate of her current intellectual functioning. The results of this evaluation are consistent with a previous intellectual evaluation done in March of 1966.

Information from the  $V_i$ neland Social Maturity Scale was obtained from the teacher who brought B to the clinic. This information yields a Social Age of 4.2 years or a Social Quotient of 64.

This evaluation indicates that B's intellectual functioning is between the ranges of mild and severe retardation. Although visual and hearing deficiencies may handicap her somewhat, speech difficulties seem most central in lowering her performance on intellectual tasks. Despite these intellectual deficits her social development appears encouraging and indicates that she is a trainable child.

Steven M. Johnson, M.A. Intern in Medical Psychology

Frederick H. Kanfer, Ph.D. Professor of Medical Psychology/bc

Date May etatt emeN etsa emsN eltiT Date ett lt **өшв**И Date 10/ emsN eltiT Date 52.02 omeN ⊖ItiT Rated by: Wash and dry hands without reminder Reach for soap and rub it on hands Rub hands on towel in any fashion 80 Hold hands under water in basin Rub hands together under water ф Wash hands without reminder \$ Wash hands if reminded Turn off water faucet Turn on water faucet Wash and rinse hands Dry hands on towel Get towel and use Reach for towel PERSONAL HYGIENE Child Can: WASHING 13. 12. 10. • ထိ 5 cri 3

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996/2016	etad   Same   Stil >   Stil >		×	X						
	Rated Name Liti									
7 23	A. WASHING Child can:		15. Hang towel on rack alter using	17. Wash part of face with washcloth handed him	18. Wash whole face with washeloth handed him	19. Dip washeloth in water and wash face	20. Wring washeloth and wash	Wash neck		23. Wash arms

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Date Mack ĕ13±T Date E111T Иате Date Neme EltiT Date eltiT Title Date 140/1/ ome N Rated by: adequately without direction ace Sit in bathtub of water without fear toys pl self independently in shower directions Cooperate in being washed while designated water with soap and washeloth Wash with help in shower Clean tub after bathing water independently Help dry whole of self self with verbal 다 \*더 ot et o Help use washcloth  $^{\rm ot}$ soiled towel in bathrub in bathtub dry part ONAL HYGIENE cont. self self esn ďleH Child Can: dleH Mash BATHING 10. PERS

K.		<u> </u>			79/1
sonal	Hygiene cont.	7.50			
CARE	CARE OF TEETH	elti gata ame elti	ete eme ete	eme etti ete	eiti etti eta
Child	Can:	D <sub>S</sub> U	Й	T	T
<u>س</u>	Cooperate in having teeth brushed	· ×			
ď	Help brush teeth	<b>×</b> .			
j , k	Snit out toothoaste and water	×			
· -	Brish teath independently	×			
<b>†</b> 1:	Dit tothreets on housh adequately				×
i v	The coordinate of the second month independently	×			
o t	Allise desta and modell trackons.	×			
• .	RESIL COO CHOI CASH	×			
ညီ (	rat too the rate of the rate o	\ \ >			
••	Find own toothoruse				
10.	1				×
77°	red				
12.	Care for teeth without verbal reminder	•	-	-	

I. Per

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Datellun SemeN eitii Date erati emeN Name Ettr eted Tetal ease e It iT Name Startier Rected by: Blow nose when handed tissue or handkerchief Put used tissue in wastebasket Cooperate in shampoo of hair Shampoo hair independently Cooperate in wiping nose Help shampon hair Help blow nose Help wipe nose Set hair style PERSONAL HYGIENE cont. Brush hair Part hair Comb hair CARE OF NOSE Child Can: Child Cars HAIR CARE ę **运** 

NAME

ERIC Fronted by ERIC

E. Garo of Modes cont.  Child Gan:  6. Put handkerchief in pocket  7. Get tissue from designated place  8. Get, use, and put away used tissue or handkerchief  Profitation  9. Perform #8 quietly and quickly.  7. Gooperate in using tollet for wrine (standing)  7. Gooperate in using tollet for wrine (standing)  8. Gooperate in using tollet for urine (standing)  7. Pull clothing down to use tollet  8. Hull clothing up after use of tollet  7. Pull clothing up after use of tollet	NAME		7951 J		19517		<del>Z.95</del>
Caro of Nors count.  Could Gan:  6. Put handkerchief in pocket  7. Get tissue from designated place  8. Get, use, and put away used tissue or handkerchief  Child Can:  1. Gooperate in using toilet for urine (standing)  4. Cooperate in using toilet for urine (standing)  6. Pull clothing up after use of toilet  7. Pull clothing up after use of toilet  8. Child Child Committee to the contract of th			رد کر		1110.		
Child Cen:  6. Put handkershief in pooket  7. Get tissue from designated place  8. Get, use, and put away used tissue or handkerchief  9. Perform #9 quietly and quickly  TOILETING  Ghild Cen:  1. Gooperate in using toilet for b.m.  2. Gooperate in using toilet for urine (sitting)  1. Gooperate in using toilet for urine (sitting)  6. Pull clothing down to use toilet  7. Pull clothing up after use of toilet  7. Pull clothing up after use of toilet			_ <b>e</b> Ta 2∕ em	te fje	elj Fej	<del>- Б</del> ТЈ. - ӨТ.	eLt.
7. Get tissue from designated place  7. Get, use, and put away used tissue or handkerchief  9. Perform #6 quietly and quickly  TOILETING  Child Cen:  1. Cooperate in sitting on toilet seat for 5 minutes  2. Cooperate in using toilet for urine (standing)  1. Cooperate in using toilet for urine (standing)  2. Ask to use toilet  6. Pull clothing down to use toilet  7. Pull clothing up after use of toilet  7. Pull clothing up after use of toilet	ຮັ		rev £1	T.	£T eQ	ri De	Į Į
7. Get tissue from designated place  8. Get, use, and put away used tissue or handkerchief  9. Perform #6 quietly and quickly  TOILETING  Chiid Cen:  1. Cooperate in sitting on toilet seat for 5 minutes  2. Gooperate in using toilet for urine (sitting)  14. Gooperate in using toilet for urine (standing)  15. Ask to use toilet  16. Pull clothing down to use toilet  17. Pull clothing up after use of toilet	9						×
8. Get, use, and put away used tissue or handkerchief  9. Perform #6 quietly and quickly  TOILETING  Ghild Can:  1. Gooperate in sitting on toilet seat for 5 minutes  2. Gooperate in using toilet for urine (sitting)  3. Gooperate in using toilet for urine (standing)  4. Gooperate in using toilet for urine (standing)  5. Ask to use toilet  6. Pull clothing down to use toilet  7. Pull clothing up after use of toilet	, ,						~
9. Perform #8 quietly and quickly  TOILETING  Child Cen:  1. Cooperate in sitting on toilet seat for 5 minutes  2. Cooperate in using toilet for urine (sitting)  4. Cooperate in using toilet for urine (standing)  4. Cooperate in using toilet for urine (standing)  5. Ask to use toilet  6. Pull clothing down to use toilet  7. Pull clothing up after use of toilet	- 0	det ties and mit away naed tissue or			,		×
9. Perform #8 quietly and quickly  TOILETING  Child Can:  1. Cooperate in sitting on toilet seat for 5 minutes  2. Cooperate in using toilet for b.m.  3. Cooperate in using toilet for urine (sitting)  4. Cooperate in using toilet for urine (standing)  6. Pull clothing down to use toilet  7. Pull clothing up after use of toilet	0	determined and alle good the determined					×
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Cooperate in using toilet for b.m.  Cooperate in using toilet for urine (sitting)  Cooperate in using toilet for urine (standing)  Ask to use toilet  Pull clothing down to use toilet  Pull clothing up after use of toilet	Ö	hild Cen:					
Gooperate in using toilet for urine (sitting)  Cooperate in using toilet for urine (standing)  Ask to use toilet  Pull clothing down to use toilet  Full clothing up after use of toilet	<b>1</b>	Cooperate in sitting on toilet seat for	×				
Cooperate in using toilet for urine (sitting)  Gooperate in using toilet for urine (standing)  Ask to use toilet  Pull clothing down to use toilet  Pull clothing up after use of toilet	a		×				
Cooperate in using toilet for urine (standing)  Ask to use toilet  Pull clothing down to use toilet  Pull clothing up after use of toilet	i ki	Cooperate in using toilet for urine	×				
Ask to use toilet  Pull clothing down to use toilet  Pull clothing up after use of toilet	•	Cooperate in using toilet for urine					
Pull clothing down to use toilet  Pull clothing up after use of toilet	., u	Ash to use toilet			×		
Full clothing up after use of toilet							
זווון הייט ייים של אוריים און ידוון ו	., .	Full clothing un after use of toil	ベ				
	•	That the anex on alothing			X		

7951 40 V 1567 Neme Titi ated e-meN Neme SYceneM  $\succ$ Use toilet while wearing sanitary equipment without (girls) Cooperate in wearing sanitary equipment and bytheon or shap Slacks equipment with help slacks) ړ و toilet paper when reminded Independently Facton front button on jeans Seame. paper with hely Zipper lothing (Jeans or Faster front snap on Faster side zipper Undirect Actions toilst paper Change sanitary SANITARY EQUIPMENT Burkle beit Use toilet PERSONAL HYGLENE problem Child Cans T321 ett. 33 30 01 CV CV 14 10 10 ·社 15 16. о (3 <sub>гч</sub> • 터

ە بىخ

<u> </u>						
RSONAL	IRSONAL HYGIENE cont.					
Sani	Sanitary Equipment cont.	19 19 19	\$ f	AT:	97:	eŢ:
Child	Can:	Mem Tî t Dat	rit fad	nen TIT Tec	nsN tiT teQ	neN jiT fe <b>Q</b>
100	Change sanitary equipment independently					
r.	Wrap and place used pads in designate! place					
.9	Wash soiled clothing					
7.	Care for self during menstrual period independently					
, c	CADE OR BINCED AND TO BE NATED	_				
· Can	OF THOSE AND TOO MALLS		T			
<b>,</b> 1	Clean fingernails with nail brush					
ณ่	Glean toenails with nail brush		, m e			
₩,	Clean fingermails with file tip					
7	Clean toenails with file tip		-			
ιζ	Use emery board on fingernails					
•	Use emery board on toenails					
7.	Use nail clippers safely					

ဗ်

SONAL	HYGIENE Font.	1377		COLUMN TO SERVICE DE LA COLUMN		y Ang XXX
DRE	DRESSING	// / a	91 67	9.1. (e.1.	e:	a[:
Chi	Child Can:	meV d.iT	meV tîT teQ	Mam Tît Dat	Mam Jad Tit	Tit
0 	Take off underpants	×		Ŷ		0
જં	Take off jeans or slacks (if unfastened)	X				
ķ	Take off jeans or slacks independently	×				
4.	Take off T shirt	· '×				
5	Take off shirt if unfastened	×.				
8,	Take off shirt					
7.	Take off socks	·×				
ထိ	Take off shoes if untied or slip-on	×				
6	Untie and take off shoes					×
10.	Take off dress if unfastened	×				
11.	Unfasten and take off dress (front buttons)					×
12.	dress (back b					
13.	Unzipper and take off dress (front zipper)					$\times$
14.	(back					

D- C-10-B

		***************************************	Strading		GEORGE CO.	egar area
SONAL FY	HYSIENE		Concernacione principal ser sun abotan books practometro de 1948 d	Marianana an inco e Mariananan inco an i Marianan inco an i	pro specific del colo colo colo colo colo colo colo co	process pour acres pays are se realise recent to
	٠.()	SALIETOR - PRO-	and the second	**************************************	EM PER JABIS IP . BONGS ALDIG IP . IN	read don
ರಾಬಕ ರಮ			# 180		emeN r dr.eO	Van- Titti Petie
E	र्वे विकास सम्बद्ध		I	7		
16. 13	Take . : Sweet-2 (sl.p. omas)	zwi(				
Ē.	Take circleses weres or in but					×
18, Fr	Undipper and toke off is set is sweeting					×
19. Ha	Hang hacket of oat on in the aryway			×		
Lat	Face jacket or wat a fock by book			Ж.		
H . T	Have Joseph or wast on howerby annhells			×		
2. 現	Hang jarket or east a hanger (with Laly)		naversal a street		opener one crit	
23. H9	Hang jacket of the hanger independently	anguri di Magariga, di				
24° P	Puil up shorts or parties if above the knee	x 144ko			germand primagent prog	,
25° P	Pull up shores or panties if above feet	×				
26. Pr	Put on undershorts or panties if handed garment			×		
27. Pi	Pick up and put on undershorts or panties from pile of elething laid ready					Y

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NAME					Z. 7/2
I. PERSONAL	PERSONAL HYGIENE cont.	7			9.5 <sub>1</sub>
I. Dress	Dressing cont.	elti etti etti eme	elti ema elti etti	eme 1116 ete	eme elti ete
Ch11	Child Can:	iT sq sv	D.	N T	<b>I</b> -
<b>.</b> 88	Identify back from front of undershorts or panties		+		×
8	Put on undershorts or panties correctly				<b>&lt;</b>
, 64 74 74 75	Cooperate in putting on undershirt	°×′	+		
7	Put on undershirt if handed garment	×	-		\$ · · ·
, 55°	Pick up and put on undershirt from pile of clothing				><
;	Isld ready		_		×
. 55•	Identily Dack irom ifolic of micromes direction				·×
***	1 VO: UQ.				:×
55.	Put on undershirt correctly and independently		-		
FOR	FOR GIRLS ONLY 36. Gooderate in putting on slip	×			
57.					×
38.					×
i	DIRT				$\times$
59.			•		

Ö		<u></u>				Z j.
RSONAL	RSONAL HYGIENE cont.	67		Region Links (Ind., region,		
Dres	Dressing cont.	91 - 77 e	ŢG	e T	<del>0</del> Ţ	<i>الإن</i> ع (راران
Child	Can:	MsM Tit	Nam Tit Tad	msN ffT fed	msN tiT tsQ	Tit
700	Put on slip correctly with verbal direction	X				•
口。	Put on slip correctly and independently .					X
12.	Cooperate in putting on a dress	×				
43.	Put on a dress if handed garment	×				
144.	Pick up and put on a dress from a pile of clothing laid ready				,	$\times$
45.	Identify back from front of a dress					×
746.	Put on a dress correctly with verbal directions	×				
147.	Put on a dress correctly and independently					X
148.	Fasten a dress which zips in front					$\times$
647	Fasten a dress which buttons in front		\			×
50.	Fasten a dress which zips in back					
51.	Fasten a dress which buttons in back					
52.	Fasten a side zipper					7.7
53.	Fasten belt in front					
54.	Tie sash in back					

NAME	CC.					
I. PERS	ONAL	PERSONAL HYGIENE cont.	31.		engelegisk aver Affilia	ا کنتر به دانو داند در بود در پور دانوی در بروست بردند در بود در بروست بردند در بروست برداند
i	Dress	Dressing cont.	e	ري. وي.	(G)	eŢ
	Child	Child Can:	Vame Date Name Titi Date	Meme TitT Date	Name Titi Date	Name Titl Dati
	55.	Choose clothing suitable for the occasion				•
	36	Put on and faster foundation garment independently				
	57.	Fut on and fasten long stockings correctly				
	FOR E	BOYS ONLY			_	
	58.	Put on shirt correstly with verbal direction				
	59	Button shirt correctly down the front				
	9	Button suffs of long-sleeved shirt				
	61.	Cooperate in putting on trousers				
	62.	Put on trousers				
	63.	Fasten trousers at waist				
	•†19	Zip trousers				
	65.	Put belt through belt loops				
	99	Fasten belt				
	67.	Put on tie				

Date Visty eltiT **o**msN et.eU <u>ə</u>[ţţ<u>Ţ</u> e me V et.e0 eta fl emeN eted e LiiT Fitle Rated by: suit sorrestly is in correct position correctly and independently Put shoe on correct foot independently over direction Cooperate in putting on shoes socks ದ peen O. Cross laces to begin tie 3 shoes with verbal laces tight in shoe SOCK trousers sock if handed that has putting Pink up and put on Knot tie correctly Turn sock so heel simple knot Match coat and SOCK Cooperate in Put on socks Tie bow knot ONAL HYGIENE cont. SEXES Drassing cont. Child Can: BOTH 80. 73. 68. 69

PERS

		ه سمسیر ۳	-		-	, ,
C			500			
				-		
EATI	EATING AND TABLE SKILLS	e <sup>-</sup>	87	مرابعه الرباعة الرباعة	37	ÐŢ.
Chi 1	Child Can:		Name Titi Oate	MemaV J.F.T J.BC	MeM Jil JeC	msV JiT JaC
H.	Find place at table					v ř
ď	Sit down at table with help	×				
, ,	Sit down at table without help	<b>×</b> .				
	St com as cast of mesi with supervision	×				
-	:17	×				
'n		×				1/A-2
ဝီ ၊	Sic quietay rot are or mour		د			
•	can read sell sometion	-	-			
ထံ	Eat food only with fingers	>	-			
9.	Est some foods with fingers	×				
10.	Eat without undue persuasion	$\times$	-			i.
•    	Eat only soft foods		-			
12.		_				
13		$\times$		_		
				no si njumbo		
* † †						

NAME

	Secondary Co. 1 Shared	2701
BATING AND TABLE SKILLS FORT.	THE STATE OF THE S	10)S
Child Cen:	Name Titl Date Vane Vane Vane Vane Vane Vane	Titi Date Name Titi
15. Est most foods	, , , , , , , , , , , , , , , , , , ,	
16. Eat whatever is offerer		\ <u></u>
17. We spoon with help		:
) (1 ) (-	X	
ties of our	×	
M		×
- N. C.		·×
21. Use knife for entting		
22. सिल मेज्य नेह्न मित्र क्यांक्षेत्रक		
25. Drink from cup with help		
21. Drink from cup alone	×	
	×	
	×	
	×	
The state of the s		

NAME

- 5-331 J	9 9 9 9 9 9	Meme Titl		×		<b>*</b>	×			×	
	EATING AND TABLE SKILLS cont.	Child Can:	29. Use napkin without reminder		33. Use bread or finger for "pusher"						40. Maintain good posture

<u>_</u>		77					
	i C. z.	#.15 #.X.7.	e generalis distribution de la colonia de la	de angranda de la	العسى ياكيوني. - العالم العربية	1,27 1	
RATE		T-4 9 [4 w ?	÷ 7.7. € 7.7. € 4.7.1		nre LLLS LLG	974 <u>T</u>	
e su	Sei:	SN IT BQ	£T	r.T	T	ı.l	
ď.	The adviceriate tate action					X	
<u> </u>		×					
	R. de States and additional services of the States of the	×					
- <u>i</u>	Another was the second of the	<b>×</b>					
	Wash at the parting we in reminder.					×	
i i	Walk arten eating inlepriming	×					
• • (1	Use approximate the reasons and the reasons are the second as accordance.					×	
<u>.</u> 0						×	
•	rass pixter of and not bound of fruit.					×	,
i Å	1					×	
<del>ب</del> ر (	FOUR MILK ON SEASON.					×	
אָ צַנ	Four syrup on now cares, con-						
ה ה	60				#1# <b>*****</b>	0	
į	1100					-	

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		7	or manufacture, and an			
HOLC	HOLOGICAL ADJUSTERNT	The second second		ى پەرسىيەن سىرى باردۇرى ئايدىنىڭ مەشقىدىنىڭ مەشقىدىنىڭ ئايدىدىنى مەشقىدىنىڭ مەشقىدىن	والمستودين	TOTAL S
SELF	ADJUSTIENT		S.T.		E T	
รักรับ สิ.		msn Tit tsO	Man Tit Dat	Men FiT Dat	Man JiT Dat	men Tet De t
o 1-1	Seems depressed during givip activita;					
• ( )	Seems depresed when left to own devees					
10						,
• الربية	no tessergeb	×				
ıń	depressed when going to sthoth tr					
*1,	daresed when				-/-	
• [~~	with no observa					
. æ	Can explain reason for erying	`×				
o.	Gives inappropriate reason for crying					
. 0	: :s to feel unwanted by fem					
	to feel unwanted by					
(\)	to feel unwanted by other chil					
מא	as to the point where routited.	$\prec$				

		-7,	encontraction to the contract of the contract	A CONTRACTOR OF THE STATE OF TH		especialista (m. 1944 e.) (Mariem A.)  (Mariem per And e.) (Mariem A.)  (Mariem per Andréa (m. 1944 e.) (Mariem A.)
PSY CHOL(	PSYCHOLOGICAL ADJUSTRENT cont.	) <i>2. j</i> .;	professions	n ng again y		med ext. pers were
A. 3.41	3.11-Adjastment tont.	b-+s. ] em -6.14. -2.6+1	emi - Lir. eti	74.6 74.5 74.5	ete Styl	ema Uiti eta
Chila		sV iT	sV £T	IT!	T	T
मुं	Giggle: when nothing seems funny to observer					İ
L'i	Dres not explair what is formy when he giggle					
. <u>1</u> ) red	Giggles when the outly hurt		-	!		1
17.	Uses foul words to get attention			·		l
ke)	facts others to saw sager					•
15.	Currens to express irustanton			<u> </u>	-	, 
20.	Purposely injures self by biting parts of body					
ส์	Parposely injures self by tearing lothes					
8	Purposely injure self by banging head hard		pacji a a Cabushu			· ·
23.	Throws tantrum?	_		_		
7	Sacks protestion from adul ts	$\times$				
25,	Saaka	×				
•						

NAME

III,

D- C-22-B

CI,				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		2741
	FSYCHOLOGICAL ADJUSTMENT cont.	· / · / · / · / · / · / · / · / · / · /	, ago, g., ago, ago, ago, ago, ago, ago, ago, ago	A GO		Ju
i	HOME ADJUSTMENT		e <sub>7</sub>	5	9.[	
1	Child:	tan Aman ItiT Stau	emeN Ltil tsQ	Menn Titt Tac	meN tr teQ	men TIT Tau
• 	Expresses fear of father					
	Expresses fear of mother					
	Expresses fear of other family member					
4.	Expresses fear of punishment at home					
u <sup>s</sup>	Expresses fear that parents will punish for mis-behavior at school					
\$	Is homesick and cries to go home	·×				
C	Is eagar to go home, but does not cry	×				
8	Displays little emotion about visits home	-				
6	Is well adjusted to school-home changes		. 141			×

NAME

Date Alice Neme V/2/17 emeN altIT Date <u>elatt</u> STAFL Rated beter Approaches other whildren with hostile intent group but does not participate other child accepted by others in informal play children in informal play others in informal play Takes playthings away from others to hurt younger children Rejects friendly approach of a conversation Takes food away from others Tries to play with others Objects to taking turns Initiates conversation cont. to animals YCHOLOGICAL ADJUSTMENT Is rejected by Avoids other Remains near SOCIAL ADJUSTMENT Can carry Tries Child: 14. 12. 13. 10. ထိ ŝ

C751 MUIT EXEC e 1474 BELTO D embN Y Y - Y' ELLEN Same Office of the Control of the Co syd bedaH another shild another ehiliren something for which play with child of either sex eager for recognition from adults adults a certain adult a certain child said by some adults made and words some other protection from adults acceptance from peers by Answers questions asked by Asks about absent or ill phrasas **इ अ**रिभेते areart on for Shows affection for Denies having done expects punishment ar Sa SOCIAL ADJUSTMENT cont. Answers que bious Says he dislikes Says he dislikes Repeats words or PSYCHOLOGICAL ADJUSTMENT Uses nowselve ţ. Saeks Saeks Show දිපී 沒 27° तं S S , 8 193 16. 짂

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Varied Sint etad -msN Name etad Name Titit and bedan but is not always honest Is self-confident (less self-assertive) Argues when he deed not get his own way same sex Is musiderate of other children Johns pears in common cause Shows strong self-assertion play with shild of play with shild sourteous to adults praise Cooperates for reward PSYCHOLOGICAL ADJUSTMENT cont. Enjoy, "rough" play SOCIAL ADJUSTMENT cont. Knows honesty, Tattles 38. 10· 17 39° 36. 35° 32° 35,

NAME

NAME	<u> </u>		<u>-967</u>				1.71.
III.		PSYCHOLOGICAL ADJUSTMENT cont.	JJ V		, ) !		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	c. soc	SOCIAL ADJUSTMENT cont.		əŢ:	التحقد	<u> </u>	<u>७</u> ७२
	Chi	Child:	msN tiT	neN ffT fad	JIT	Nen Tît De	Ner Ti- Da
	Ç	Shows selfacontrol					X
	1 -						
	t;	S = 1 G	>				
	<u>+</u>	Has a short attention span	<				>
	45.	Is noisy	_				
	16.	round fo esues a suicolevel si					$\times$
	1 -	oft shoutest					
	•/#						`×
	148.	Respects the rights of others	<u> </u>  -  -	<u> </u>			>
	·67	Respects the feelings of others	+				
	8	Recognizes the abilities of others					X
	٠ لــــــــــــــــــــــــــــــــــــ						
	₹ (		?		<b></b>	,	
	52.	Settles arguments quietly with					.×
	53.	Is responsible for equipment	+		>		
	古	. Understands and follows simple rules					

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NAME	أجمعهما				7911			2.711
III°		HOLOC	PSYCHOLOGICAL ADJUSTMENT cont.	• 60	101			- kr) 1 v
	ខំ	SOCI	SOCIAL ADJUSTMENT cont.	eī:	المستقديم br>المستقدم المستقديم ا		617 ev	eta ver
		Child:		Neu Neu	New Tar	Ner Ter	D8.	
		55.	Understands and follows simple directions		×			
		Ϋ́	Gan make suggestions					×
		ξ	The sentence of the sentence o					
		56.	corored and entry I					乂
		28	Asks "Why"					
		53	Sees the fallibility of adults	<i>,</i>				
		ý	Has limited reasoning ability					×
		. IQ	Lacks judgement		·×			
		62,	Is concerned only with the immediate	-	<u> </u>			×
		63.	Can anticîpate		\			,
		64.	Is indecisive		$\times$			
		37						$\times$
		°,	Cail make accies					$\times$
		8	can initiate a game of pray at an arrower	_				
		67.	Is punctual	-				

۳. (				730		275
PSYCHOLOC	PSYCHOLOGICAL ADJUSTMENT cont.					
c. soci	SOCIAL ADJUSTMENT cont.	ę٦	eŢ	ec eme a		77 eq 20 T
Ghild:		Nam Tit Dat	Nem T15 Dat	msN tiT Tad	meN fiT fæQ	neN ÷iT †eQ
58°	Shows sex antagoniam					
\$	or the state of th					/
• 6	or very effective description of the section of the					L.
.0j	Is beginning to select one of two intimate istemas			}		
71.	Seeks praise for things well done			×		
4				×.		
700	Is self-conscious					
t	The same of the sa					,./
<u>.</u>	1					ر .
74.	Can finish task or project "in spite of" frustration	nc				

NAME

Date Name eltiT Date <u>əitiT</u> Ивте 91. Title e msN Date Name Ottle Date Name OttiT Rated by: Stand up w thout help from sitting position Walk holding hand (another person's) Creep in homolateral pattern Crawl in homolateral pattern Creep in homologous pattern Crawl in homologous pattern Walk holding to furniture Stand without support Creep in cross pattern Crawl in cross pattern Creep in any fashion Crawl in any fashion Stand with support PHYSICAL DEVELOPMENT Child Can: MOBILITY

(2)		7 5				2 73
SICAL	SICAL DEVELOPMENT	*** } *********************************				. 192 L.Z.
MOBILITY	q per	କ୍ର	ŗ.		e I	7 <u>/</u> e
Child	Child Can:	Mame Tit Date	Mam Tît Jad	msN ttT tad	Man TîT TaU	meV tîT Dat
1	Walk following wall.					`~
15.	Walk alone inside building	×				
16.	Walk alone on sidewalk	×				
17.	Walk down step with help	×				
18.	Walk down step without help	×	2			
19,	Climb steps with help	×				
500	Climb stens (both feet on each step)	X				
3 6	t n					X
		×				
23.	Climb flight of steps with a railing	X				
2	Climb a flight of steps without using railing					X
25.	Walk up ramp	X				
26.	Walk down ramp	×				

H.

•					£
C. Y					p. /s
ICAL	ICAL DEVELOPMENT				4
MOBILITY	peti		e <sub>Ţ</sub>	— ө тө	
Child	Can:	Vamer Date Name Titi Date	meV til	meN til teO	
27°	Climb up ladder	-			×
α	my down ladder				1
• 0					×
දිරි	Walk forward on command				<b>×</b>
30.	Walk backward on command				7,7
31.	Turn head from side to side	+			
, C	Turn head to right side on command				
Í					<b>&gt;</b>
33°	Turn head to left side on command				`>
4.	Nod head forward on command	_	1		
35.	Nod head backward on command				
` `					
ķ	MOTE Brill's) to it gird				
37.	Move arm(s) to left	-	-	_	,
38	Move arm(s) up		1		4
t	The same of down				$\prec$
56.	More arm(s) uomu				

NAME IV.

	AND THE STATE OF T	The second secon	LITY New LIT		And								
, ,	PHYSICAL DEVELOPMENT	A. MOBILITY	Chil! Cens	the Blay has to the summers!				FOR ANY TO DON THE	17. Hop a states foot	is. Hup (alterrating feet)	49. Gallop		TICLIO .I.

NAME IV.

Same Name (Name) Name (Name) ₽J.ZZQ Licio News Retail by: Run wi though help but toughing another person Do 1 or more forward rolls Run freely cross pattern san-ysra pull-ups Run freely any pattern Walk slowly on command stt-up. Run fast on command Do backward roll Bowies a ball. PHYSICAL DEVELOPMENT: Throw a tall Climb rope\_ PHYSICAL SKILLS Do (number Do (number Do (number MOBILITY 8 抗抗 55. ů

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IV,

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	ALL BROOKE AND ACTION OF THE STREET AND ACTION	UNICEPTED AND A SECOND AND A SECOND AND A SECOND ASSECT AND A SECOND ASSECT ON ASSECT ON ASSECT ASSE	Constitution of Line Artifaction of the Constitution of the Consti	£772
FHYSICAL DEVELOPMENT:	MARIA AD ON-	STATE OF SETTING	man valendari da A. e valendari da A. e valendari da	ar 47/43 mg
B. Phys. L. Skills	(e)	e'	ADTE OF THE PROPERTY OF THE PR	5
Chili Gree	Mam tad tad	Det New	New Tit	xeV ^2T
9. Kijk a ball				X
10. Wail a balance(1,) beam for 3 leet		-		
		-		
12. Walk a balante(ii) beam for 8 feet		-		4
pa f				×
	-	-		>
14. Squat	-			\ <del> </del>
15. No standing push-up	+		_	<u> </u>
16. Do modified oftenp (hold feet down under bars)		-		
17. Cl.imb				X
(Horizontal Bars)				gas grava vivino distributivi di turbi
18. Boy's pull-up		+		
19. Giri's puil-up				×

NALÆ

17

Name / W To. Title Date / / / / / ⊕j&**Q** Name Date -T-F**L** Newe Date Дета¶ × X / amsN elaiT Reted ly: Sit on edge of large pool with fest in water Play with water toys in splash pool Fox? Enter large pool without help Sit in splash pool and play Play in splash pool (small) Enter large pool with help Mr. Play What Time Is It, Skin-the-eat Play London Bridge Simon Says PHYSICAL DEVELOPMENT: Physical Skills Stunt: Stunt Play Child Can: SWIMMING (Games) 20° 22° 'n å Ç.Ç.

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Rates Line Float in prone position and regain standing position Wate around shallow and of pool without help Turn head to breath in rhythmic pattern Stand in comer of post without about Mand in sorner of pool with adult Expel breath under water Float in prone position Held breath under water Summarge head in water Be relaxed in pool Pat fall in water 用了公司的 经营工 PHYSICAL DEVELOPMENT: Chili Can: SWIMMING 7 9 16, , 121 1-1-1 **ं** स 130 ထိ

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Glide in prone position using flutter kick

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T.V.

### CHILD C

### DEVELOPMENTAL HISTORY

Child C, a boy, was premature by three months and was given five transfusions while in the incubator. The pregnancy had been normal according to the mother. The mother reports that C was always active and enjoyed jumping up and down in the corner of the couch before he could walk alone. Speech was delayed until five and one-half years of age and then the speech therapist comments that he uses language as an entertainment for himself rather than a tool of communi-At five he could drink from a glass but did not yet eat with a spoon. By the end of the first school year he was feeding himself, helping to dress himself, and was saying his prayers by himself. Following a bout with meningitis following mumps when he was nearly six, his school report shows very slow rate of progress, withdrawal and solitary play, "He seems to be in a little world of his own," the teacher reported at the end of the year. He had regressed He was most interested in music and in toilet habits. The school reports show that C made very mechanical toys. slow progress and maintained the withdrawal and preoccupation Lawn mowers especially attracted him with noise pattern. and he would become violent at times when required to leave their vicinity. He spent all the time when not in the classroom or dormitory jumping up and down outside listening to sounds about him. He could identify the make, model, and the individual car of each staff member if he had been told once to whom it belonged, and he could remember this over a period of years. He identified correctly a car which had not been on campus for three years previously. Judging by the teacher's reports he made less than a year's progress in six years.

#### MEJICAL

Examination at the University of Oregon Medical School at the beginning of this program showed that C, now thirteen was blind because of Retrolental fibroplasia and had no light Subsequently had mumps encephalitis with some perception. aphasia (motor, some sensory) no paresis and had an adaptive reaction to blindness to which adjustment has been made. C had good motor development according to report. Hearing Psychological evaluation as determined was reported normal. by the verbal portion of the WISC resulted in an IQ of 48. The summary reads, " C's verbal aggressiveness seems to give a first impression of a boy functioning at a higher level both socially and intellectually than he actually is. presently functioning in the moderately retarded range intellectually and has definite limits on the degree of higher reasoning he can undertake. He is performing on a slightly D-10

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higher level socially." (See Appendix D, ... No detailed observation of behavior for the pre-test was given in the psychologist's report.

### PERSONAL HYGIENE

C performed well in the area according to evaluation made by the staff members. He had had training in the dormitory at the school and had shown slow, but consistent progress in the area. (See Appendix D, D-C-2-C

### PHYSICAL DEVELOPMENT

C made progress in acquiring physical skills according to the rating made by the staff. In swimming and in stunts and exercises he learned to do many new things. His attitude was greatly changed. He had profited from the individual instruction possible with the smaller ratio of teacher-child.

## PSYCHOLOGICAL ADJUSTMENT

This was the area in which C seemed to make the most progress. Staff opinion was divided in their evaluation of his improvement, but those who had been working with the children for the entire period felt he had made good gains. He had gradually begun to initiate play with some of the other children. His typical reaction in the beginning had been withdrawal, and if the other child persisted in making overtures, he would physically strike him and use profane language. Notes in the anecdotal records about the middle of the program begin to state that his swearing is not often apparent and under much better control. He was one of two children who began to try to help with the younger children and show some concern about them.

C also showed increasing maturity in asking an adult to help him understand some problem, to seek discussions with an adult about specific happenings involving both his home life and the school days. He began to ask why a certain person had behaved as he had. This sometimes seemed an attention-getting device, but many times he seemed truly interested in the problem and trying to understand as well as he could the basis of the interaction.

#### EATING

C had made slow but consistent progress in eating during the years at the school and continued to make some improvement. He resisted suggested changes passively, complying at the time but not making the change subsequently even though he showed by his action and speech that he had remembered. He was expert in modifying his behavior according to the person in charge at that moment.

D-11



## OBJECT RECOGNITION

C was able to name and demonstrate the use of many objects on which we tested the children, yet he missed items which ought to have been answered correctly because we knew he had been shown how to use them. Largely this seems to have depended on his interest and his willingness to answer. He did develop an eagerness to explore new things and a willingness to take part in the present situation which had been absent. Testing was somewhat unfair to C because he was with children younger than himself and the experiences planned for the group were for young primary children. As he grew older and more responsive he found the other children "babyish", more so than the girl J who was near his age. He was unusually show maturing into adolesence. Children D and I were more mature although younger chronologically.

## CLASSROOM PERFORMANCE

C continued to show very little progress in reading and writing. He did better in his number concept with the Montessori materials. He progressed in oral language arts from listening to kindergarten and first grade level materials to third and fourth grade stories, social studies and science records and tapes. He began to ask good questions and discuss what he heard. We were limited in the amount of material available and the time to spend with him. Had we had enough staff to give C individual instruction for five or six hours In that situation per day, he would have accomplished more. he might have learned to read and write also. By this time his interest level and his ability were so far apart that there was not material available, nor was there staff time for more than two hours a day. He learned some braille, to read and write numbers, letters, and words and could recall them reasonably well, but only in a one-to-one situation. We changed his attitude from resistance to a moderate interest but had not the teacher time to follow through.

# RECOMMENDATION FOR PLACEMENT

The staff felt that C had made progress, but that he would have to return to a special class placement because he was too old for the first grade class where he could function academically. He reacted very poorly to teasing and had returned to swearing and agressive behavior when put with the regular unit in the dormitory where he was subject to teasing. We felt he needed a protected situation. Because his attitude had improved insofar as concentration and interest was concerned, we felt he might learn some simple prevocational skills and might be in a sheltered workshop situation if it provided both living and working conditions under supervision.

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#### CHILD C

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL February 14, 1967

This 15 year old boy was referred for an intellectual evaluation by the Oregon School for the Blind. C has been blind from birth and then at the age of 5 suffered some "brain damage" from an attack of encephalitis.

It is reported that during the past few years, C has leveled off in his school performance and has made only minimal gains. He is presently reading at about the beginning of the first grade. It is difficult to gain C's attention and concentration when reading out of the regular texts containing things he is not interested in. C does much better, concentrates, and learns specific facts when learning about things he is interested in as food (he may learn a Braille symbol for food in one trial) or lawnmowers (something he is obsessed about).

When the examiner entered the waiting room, C greeted him verbally, extended his hand, and then easily arose and came with him. Even before getting into the office C began He was extremely verbally aggressive and asking questions. continually asked questions throughout the entire session, most of which were appropriate as "What is a psychologist?" and "Why isn't a train ride smooth when it runs on rails?" However, any responses by the examiner had to be on a simple concrete level for this boy to comprehend. When asked what he liked, C mentioned gardening and described how he hoped to get a job mowing people's grass. It is reported that he actually uses the power mower at home. His interest was further demonstrated by the question "Why does the lawnmower go slower in tall grass?" This verbal aggressiveness and interaction was not limited to the examiner for while C was in the waiting room he engaged two ladies in a conversation about airplanes and had them describing in detail what had to be done before a plane could take off.

When asked to describe something about his home C could concentrate sufficiently to describe at length and in detail how his father had taken their cat to the humane society to be put to death. While telling this well-rehearsed story, he was able to respond to questions from the examiner and then continue the story. Also he was able to listen while the examiner told of an experience with the humane society.

During the session C was not hyperactive and he remained in his chair. However, there was considerable rocking behavior and a continual rubbing of his hands together.



On the Verbal portion of the WISC, C achieved in IQ of 48 suggesting he is presently functioning in the moderately retarded range intellectually. This is generally consistent with the past results on the WISC of a Verbal IQ of 53 in 1960; 58 in 1961; and 52 in 1965. Since the variation can probably be accounted for by the standard error of the test it is probable that C's intellectual level, as measured by the WISC, has remained about the same for the past 6 years.

C was most adequate in reproducing learned responses such as specific bits of information, meanings of simple words, or simple reasoning. When any more abstract or higher level tasks were required (i.e. subtracting, saying digits backwards, or finding similarities), C was unable to cope with them. During the test C's attention and concentration were adequate for him to reproduce many learned sequences. For example, he could name the days of the week, the letters in the alphabet, and count 10 blocks. C regularly interrupted by asking the examiner a question, and when told it wasn't his turn, he could wait until later to get an answer for that question, but would interrupt with another in a few minutes. He showed he has an adequate memory when he reminded the examiner of a question he had promised to answer and hadn't.

C was well oriented in time and place and knew the day of the month (Valentine's Day), the month and year, where he was, who the president and governor were and that there was a war in Viet Nam.

Socially, it is reported that C has difficulty getting along with others. Getting along with his peers is particularly difficult and he is hesitant to initiate play interactions and then hits when he is upset. He gets along much better with adults than with children and when the routine in rigidly held to has little difficulty. It is reported he gets around the school well and this was substantiated by his ability to go by himself back to the waiting room, from the examiner's office.

In summary, C's verbal aggressiveness seems to give a first impression of a boy functioning at a higher level both socially and intellectually than he actually is. He is presently functioning in the moderately retarded range intellectually and has definite limits on the degree of higher reasoning he can undertake. He is performing on a slightly higher level socially. It is suggested that he have as broad an experience as possible to increase his range of interest because he can learn on a concrete level about those things in which he becomes interested.

Russell Jackson, M.S.
Intern in Medical Psychology
D-14

Frederick H. Kanfer, Ph.D. Professor in Medical Psychology/cw



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,04	Put on slip correctly with verbal direction					٠٤
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173	Put on a dress if handed garment					
<u>.</u>	Pick up and put on a dress from a pile of clothing laid ready					
45.	Identify back from front of a dress					
146.	Put on a dress correctly with verbal directions					
1.7.	Put on a dress correctly and independently	-				
148.	Fasten a dress which zips in front	_				
149.	Fasten a dress which buttons in front	-				
50.	Fasten a dress which zips in back					
51.	Fasten a dress which buttons in back					
52.	Fasten a side zipper					
53.	Fasten belt in front	$\frac{1}{1}$	_			
54.	Tie sash in back		_	_		

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I. PERSONAL	PERSONAL HYGIENE cont.	7° 77	MALE AND		<del></del>
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55.	Choose clothing suitable for the occasion	•			•
ķ	Put on and fasten foundation garment independently				
57.	Put on and fasten long stockings correctly				
FOR	FOR BOYS ONLY				
58.	Put on shirt correctly with vertal direction	×	s.		
50	Button shirt correctly down the front				×
60°	Button cuffs of long-sleered shirt				
61,	Cocperate in putting on trousers	×			
62.	Put on trousers	×			
63.	Fasten trousers at waist	×			
• <del>1</del> 79	Zip trousers	×			
65.	Put belt through belt loops				×
.99	Fasten belt	×			
.19	Put on tie				

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	68.	Knot tie correctly					
	.69	Match coat and trousers of a suit correctly					
		BOTH SEXES	×				
•	70°		×				
· (	13	Pull up sock that has been put over wes	>	-			
1_1 G	5	Put on sock if handed to him	4				
: c	73.	Pick up and put on sock	×				
	17.	Turn sook so heel is in correct position	×	-			
	75.	Put on socks correctly and independently	× ;				
	76.	Cooperate in putting on shoes	X ?		-	_	
	77.	Put on shoes with verbal direction	<\		-		-
	78,	Put shoe on correct foot independently	1				×
	79.	Pull laces tight in shoe		-			×
	80.	Cross laces to begin tie			-	-	
	81.	Tie simple knot	+-	+	+	-	
	82.	Tie bow knot					

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Vame Staff Title Date May, lifi Stiis [7.f]<u>~</u> /swe et.s( Veme 9 îtî e Name Staff Rated by: quietly for part of meal with supervision quietly for all of meal with supervision Sit down at table without help Eat without undue persuasion\_ Eat some foods with fingers = Sit down at table with help Sit quietly for all of meal Eat food only with fingers Can feed self somehow Eat only a few foods Eat only soft foods Chew food partially Find place at table TABLE SKILLS Chew food well EATING AND Child Can: 15. 12. 10.

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17. U	Use spoon with help	;					
18. U	Use spoor independently	$\downarrow$					
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26.	Leave naykin on	4	-	_			
E C	Use rapkin with help						- ;
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200	Use napkin without reminder					×
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2		×				
	m. Surrids	( ×				
S. S.	Without June Court					$\times$
33.	Use bread or finger for pusher	;				
34.	Request seconds	X				Ç
35.	Ask for seconds quietly					$\times$
, , ,						×
200	Boise hand for service					×
						×
, o	Say prease					×
, , , , , , , , , , , , , , , , , , ,	Say thank you					×
7. The	Wallicall good postal					×
<u>.</u>	Wait patiently until excused		177 (1)	•		

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Self-Ad;	Self-Adjustment cont.	25 e 15	e I :	eŢ:	- Θ τη	 
Child:	a H	tiT :	Nen	usN tiT tad	nsN fiT fad	LIL
14. Gig	Giggles when nothing seems funny to observer	•				×
	Does not explain what is funny when he giggles					
	Giggles when obviously hurt					
17. Us	Uses foul words to get attention	×				
	Curses others to show anger			$\times$		
	Curses to express frustration	×				
20. Pu	Purposely injures self by biting parts of body					
21. Pu	Purposely injures self by tearing clothes					
22. Pu	Purposely injures self by banging head hard					
23. Th	Throws tantrums					
2년• Se	Seeks protection from adults					
25. Se	Seeks affection from adults	-100				×
		1		•		

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Date May Hatzemen Fistr etad e (77J Batha ( ET-FI . БивИ ELEU JJDJS=ws Raber by: intent group but does not participate ं स्टी दे play hildren with hostile  $pl_{xy}$ play other Avoids other children in informal informal informal other children #TC a conversation from other's L.om ಚಿಗ್ಗಾರ. ರಕ್ಷಣ to play with others in in 4.000 Initiates conversation other others to hure younger animal रत्रधाध ADJUS IMENT Approather other Rejects friendly food away playring accepted by rejected by go Remains near SOCIAL ADJUSTMENT ß 4.3 to Can sarry Tries PSYCHOLOGICAL HS トゴ Child: 12. 13. 10. ٠,j\_, ထိ 6

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 $\times$ Mari Staff # TEN १८५ एकर प्र asked by enother inld なけるよう comething for which THE THE STATE OF either sex for readention from adults Dita . . . 33.1 Fr 3. quarriocs waked by sdults ertain adult Say: he aistikes a cartein child some adults मा ज User mover in the middle grand Seeks protection from adults play with child of Seaks arreptance from peers 5 TRO 70 Fox Denies hall group expects publishment  $\pi$ , **0**554 Says he listikes PSYCHOLOGICAL ADJUSTATENT SOCIAL ADJUSTRENT Ö In eager Seeks RELY में अहं , i ر د ا . დ ار! د ا 7.1 0 (2) ---1 S 3, S S S 193

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PSYCHOLOGICAL ADJUSTMENT cont.	ENT cont.	r23:		en wijk septimen		
SOCIAL ADJUSTRENT cont.	cont.	ŢĢ	12 °10	ر المحالية المارية المارية	67	
Child:		Ram Nam Tî t	Mem Tit Jed	Mam Tit Tit	Mam Tit Tad	A.T.T.
Seeks to pla	Seaks to play with child of same sex					×
Seeks to pla	Seeks to play with child of opposite sex	а				
Argues when he does not	ne does not get his own way					×
Is courteous to adults	to adults					$\rightarrow$
Is vonsiderat	Is considerate of other children					×
Enjoys "rougi"	" play					×
Cooperates for	r reward					×
Cooperates for	r praise	-				×
Joins pears i	Joins peers in common cause					
Shows strong	Shows strong self-assertion					1
Is self-confi	self-confident (less self-assertive)					
Tattles			- APP Jacks Lil			×
Knows honesty,	y, but is not always honest		LBANCINI.			X

Z9b		: T e	Tit	×		×	×	×	~	×	×	X	×		×	×
		J e	MeM tiT JeQ										41 1			
		eŢ	meN tiT taQ													
		J e	meV tiT taQ													
	PSYCHOLOGICAL ADJUSTMENT cont.	SOCIAL ADJUSTRENT cont.		Shows self-control	Bites nails	Has a short attention span	Is noisy	Is developing a sense of humor	lerstands the	Respects the rights of others	Respects the feelings of others	Recognizes the abilities of others	Settles arguments quietly with help	Settles arguments quietly without help	Is responsible for equipment	erstands and fol
O	PSYCHOLO	c. soci	Child:	12.	43.	117	45.	77	147.	18.		: K	ָּרְע	52.	53.	古

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U		1961		5761		190	
YCHOLO(	YCHOLOGICAL ADJUSTMENT cont.			11.5			
SOCI	SOCIAL ADJUSTMENT cont.	9T:	97	Ter E. T. E.	eTa	₩ eq	
Child:		17.T.	men Tit Dat	TT4	Nan Tit	LIL	
LC LC	Understands and follows simple directions	<b>×</b>					
i Y				X			
· [		×					
37.	aware or crimo and reference					×	
ė i	ASKS His					. ×	
	wie rattorität 97					×	
,	Has limited reasoning autily					$\times$	3
6I.	Lacks judgement	×					
å ,	Is concerned outly with the things and the second			$\times$			
63.							T
·†/9						×	1
65.	Can make decisions					\$	1
.99	Can initiate a game or play with another child		_			× :	•
67.	Is punctual					X	. L

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III. PSY

TYNZ SmeN 111T Pathed Pathd Name elaiT eded Name Eltië Date e weN Date Name Title Can finish task or project "in spite of" frustration Rated by Is beginning to select one or two intimate friends Seeks praise for things well done Gives encouragement to theis Knows right from wrong PSYCHOLOGICAL ADJUSTMENT sont. Shows sex antagonian Is self-conscious SOCIAL ADJUSTMENT cont. Child: 130 74. jo. 72. <del>5</del>8•

Title RE Trecker
Date May, 1967 Name Date Title Ивте Date Title Оты Date e 141T Mame Date Sort, 196 × Some Start eltit  $\times$ Rated by: Stand up without help from sitting position Walk holding hand (another person's) pattern Crawl in homolateral pattern Creep in homologous pattern Crawl in homologous pattern Walk holding to furniture without support Creep in cross pattern in cross pattern Creep in homolateral Creep in any fashion\_ fashion Stand with support Crawl in any DEVELOPIENT Stand Child Can: Crawl PHYSICAL

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HYSI CAL		<i>517</i> 0	y name of the second	the
. MOBILITY	q pes	9 T	e 1	We Zet
Chil.		titT Date Name TitT Date	titT Dat Name ItiT Stat	Mem Tit Jed
11.	Walk following wall			×
15.	Walk alone inside building	~		
16.	Walk alone on sidewalk	×		1
17.	Walk down step with help	×		
18.	Walk down step without help	×		
6	Climb steps with help	X		
, 6	Climb steps (both feet on each step)			
, 1	r <sub>2</sub>	X		
22	steps by wall without ano	×		
23		×		
2	Climb a flight of steps without using railing	×		
25.	Walk up ramp	×	-	
26.		×		

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U		761		10
SICAL	SICAL DEVELOPMENT	1 7°		the gove
MOBILITY	p. e		7 6 6	9
Chil	Child Can:	Veme Date Neme Titi	Catal Catal Catal Came Catal	msN Tit Jad
27.	Climb up ladder	×	-	
& 6:	Climb down ladder	×	_	
o o	Walk forward on sommand	X		
30.	t or	×		
, K	head from	×		
° 1	ahit Ai			×
)K	TUTH Head to 11gh of the control of		-	×
33°	Turn head to left side on command			>
꺆	Nod head forward on command			>
35.	Nod head backward on command	+		<b>\</b> :
36.	Move arm(s) to right			× >
37.	Move arm(s) to left			×  >
78.	Move arm(s) up			$\prec$
, ,	(0)			× -
, 5, C	MO BELLINA	5		

Date May 196 Todoo IviT -ane N Name TitiT etad ≅ेश्र¶ Titli Name ⊕÷₽Œ  $\leftrightarrow$  msN Dated SYS cane W e ItiT Rathal by: floor (get both feet off foot (on sommand) Clap hands (on command) feet) to ring shm #15. to rhythm ei ther fort (al terrating on one foot Run with help PHYSICAL DEVELOPMENT Clap hand Broad jamp Gallop 43 dw.S Stamp Slide Skip dur.[ Chill Can: Hop Hop MOBILITY 7 <u>1</u>6 <u>1</u>5 က္ရိ 15 护 口。 °C<del>1</del> in the

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IV. PHY	SICAL	PHYSICAL DEVELOPMENT:	105. 116	କ"	ę.,	- G	PON E
<b>44</b>	MOBILITY		ram Titi Date	ersv TiiT Stad	Meme Loit Tota C	insN Ittl itaQ	meN TriT TaC
	53.	Rum without help but tenching another person					
	拉	Run freely any pattern	×				
	55.	Run freely arosa pattern					
	26.						×
-	7		- ^				×
	-		()			(174	
<b>е</b>		PHYSICAL SKILLS					3
	۳	Do 1 or more forward rolls					×
	ď	Do backward roll					×
		No (number 10) ::t=4p3	×				į.
	<b>^</b>	No (mimber 6 ) wish-ups					$\times$
	ָּן נֵי	To (number ) pull-ups					
,	• •						
	° '-	Throw a ball	×				
	. œ	Bounce a ball					

NAME		5701	AND STREET, AND THE STREET, AN	genggenny jennya a v		Z967
IV. PHYSICAL	PHYSICAL DEVELOPMENT:		Cauchine of Free	20 January   1 - August   1 - A	and and description (The	נט מאי מעכן ב
B. Phy	Physical Skills		74.	**************************************	ET.	<u>- e 19</u>
Cki)	Child Can:	meN tlT tau	Nem Tra	New TIV	Nau Tit	Der LT-
•6	Kick a ball	×				
10.	Walk a balance(44) beam for 3 feet					×
• •	Walk a balance(4" beam for 6 feat					
Ci	Walk a balance(i,") beam for 8 feet					7
040	1. 7. 4					
81 C)	(Stail Dais)	X				
-		×				
• †7.7	วจีกสา	×				
, C , H	Do standing push-up					×
16.	Do modified sit-up (hold feet down under bars)					×
17.	17. Climb					
(Ho:	(Horizontal Bars)					
1.8.	Boy's pull-up					
19.	Girl's puil-up	_ 8			_	

Setter Systems		His Mount Circle + 6 exercises		9		It, Mr. Fox?		1 (small)	and play_	ys in splash pool	ith help	pool without help	ge pool with feet in water
PHYSICAL DEVELOPMENT:  B. Physical Skill:	20 Shint: Skinetheeset	Sturi:	(88)	22. Play London Bridge	25. Play Simon Says	24. Play What Time Is It, Mr. Fox?	C. SMIMITING	1. Play in splash pool (small)	2. Sit in splash pool and play	3. Play with water toys in splash		(日)	Sit on edge

Name Titi Tate Sept. 1964 Rai - : 182 position peal within the L regain standing Glide in prone position using flutter kick Turn head to breath in rhythmin pattern smes of post wichous sault erser of post with adult Float in prone position and To the monthly this Expel breath under water Float in prone position Hand treath under water Same Be not in water telaxed in pool ¥. ₩. PHYSICAL DEVELOPMENT: Stand in Chili Gan: SWILLING a M 0 (Z.) (=1 19. 15.4 15.4 W - **(**† ထို 5

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ΔI	IV. PHYSICA	PEYSICAL DEVELOPMENT		ا المعلقات الوجود المداوي	LIGIS (FINIS)A VER PORT, NOV. LEF 2027	מאין	
	C. SHIMING	Q PAIN	ु	- 1513 	CPFECE CPFECE CFFECE CFFECE CFFECE CFFECE CFF CFF		
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						×	
	29.					×	

#### CHILD D

#### DEVELOPMENTAL HISTORY

Child D was born after approximately twenty-eight weeks gestation and weighed three and one-half pounds. He was put into an incubator with continuous oxygen supply. His father reports that his color was black when he saw him soon after his birth. His mother says he was brought home from the hospital at age six weeks.

D sat alone at eight and one-half months, moved about the floor (prone on his back) by hitching at fifteen months, walked with assistance at twenty-six months and walked alone at thirty-two months. He stopped crying on command at ten months. He could drink from a cup alone at two years. He could say ten words at nineteen months and ask for things at twenty-four months. By thirty-four months he could name familiar objects and hum three tunes. He was toilet trained (asked to use toilet) by forty months.

The social worker reports that D developed normally during the first year. He was plump and healthy in appearance. When D was twenty months old, however, the mother reported that he had to be forced to do everything. He could crawl very well and had been for a long time but would not try to walk. He refused to play with his platform wagon which was designed to give support while he pushed it around. All he wanted to do was sit in a corner and play alone. While the mother was talking D had crawled to the fireplace and found the tongs and shovel which made a lovely noise when he banged them together. Mother said "No" firmly, whereat D threw himself down in a tantrum, for which he was soundly spanked. D retired to his corner, put his fingers into his eyes, and rocked slowly back and forth.

At two years nine months D began attending nursery school, following a summer during which a young girl had been engaged to play with D and give him stimulation. He is reported by the social worker to have been a "passive participant." He continued in nursery school until age five when he entered the school for the blind. Reports state that he learned to get around the campus readily, but depended on stereotyped patterns more than most children. He generally played alone, sitting in a corner and turning a wheel of a toy against his face, with head bowed and fingers in his eyes. He did not willingly participate in activities and seemed not to know how to play with other children. He improved gradually, adjusting best to routine activities and gradually interacting with a few of the other children. Then be began wetting his pants at times. Since he had been toilet trained since age three and one-half this puzzled everyone. Finally his mother asked if he might be having seizures and following consultation at the University of Oregon Medical School, medication D-15



was prescribed. However before this he had had a bad time both home and at school where this wetting had been thought to be a behavior problem. Emotional disturbance became increasingly severe.

#### MEDICAL

Examination at the University of Oregon Medical School at the beginning of this program showed that D had a seizure disorder, spastic diplegia, complete blindness, and a personality disorder. An EEG revealed bilateral slow activity over both cerebral hemispheres. Medication was prescribed and given. D had fifteen return appointments and eleven medication changes during the period of this program. During the following year he began having grand mal seizures. Hearing was found to be normal. D's visual problem is retrolental fibroplasia and no light perception.

Psychological evaluation summary reads: "D" has made little progress during the past two years intellectually and is now functioning in the moderately retarded range. His performance indicates an ego-centric concern and suggests he is not gleaning information about the world around him (as measured by the WISC) even at a rate expected at his level of functioning. The daily wetting of his pants, his over concern about what is going to happen to him and his unwillingness to try in new situations suggests there may be additional emotional problems."

#### PERSONAL HYGIENE

D performed very well in self-care habits according to evaluation of staff members. He had had much early training in these skills both at home and school. Except for wetting his pants which is assumed to be connected with his seizure disorder, he has made slow but consistent progress. (See Appendix D,D-C-2-D

#### PHYSICAL DEVELOPMENT

D has shown progress is learning some skills. His attitude toward gym work was generally poor. He became tired easily. How much of this was due to his health problem is not known. He was given extra rest periods during the day. He learned to enjoy swimming and enjoyed working with weights. He developed a hesitant step and the habit of returning to check clues at corners, doorways, etc. to a marked degree toward the end of the program. He showed less hesitancy in exploring on field trips than on the campus. His biggest gain was in exercises and gymnastic skills. (See Appendix D,



EATING

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D showed greatest gains in accepting a greater variety of foods. He was fond of bread and butter and this served as a reward. He would be given a small piece when served. When he asked for more he was told to eat two or three bites of salad or vegetable and then he might have more bread. This method helped him learn to taste new items. Praise and conversation had less effect. Later in the period withholding his dessert was effective, but as he talked about it for the rest of the day was not satisfactory. The use of bread as a "pusher" could not be used until later in his training. His parents cooperated by offering new foods at home. D exhibited anxiety about table manners, but never did achieve as much as the staff members felt he could.

## PSYCHOLOGICAL ADJUSTMENT

D's psychological adjustment remained poor. He became more active and reacted with both staff and other children a great deal more, teasing and trying to get attention by acting out behavior. He engaged in power struggles with staff members constantly. After many discussions and trials each staff member had a way of working with him which was more or less satisfactory to him, and D had a way of behaving for each person. In general he resisted all changes in routine, but we learned if we prepared him in advance with many details, he could accept new situations well both at home and at school. We used the work "accept" always and found that when an emergency arose which did not allow time to prepare him, saying "Can you accept this, D?" would often work well. He liked to talk about his difficulties so that we scheduled a time when he might discuss his problems with a staff member. After a reasonable time of discussion he was cut off with "We have talked about that. Now there is no more time." We tried to keep him busy. He learned to like field trips and presented fewer problems there than in the school situation. He also liked listening to music and stories which served as rewards for periods of good behavior.

The staff members felt that it was hard to judge how much of D's behavior was caused by his physiological condition and how much was manipulative. There were some guilt feelings on the part of the supervising teacher and the parents because of the failure to recognize seizure symptoms before making an issue of his wet pants and creating more emotional problems. The fact that D was entering into the period of adolescence was another complicating factor. The parents were very much involved and had weekly conferences. Interaction between D and his parents became much greater during this time and some good relationships were established.

D-17

### OBJECT RECOGNICION

D was able to name and demonstrate the use of many of the objects commonly found in the school and living situation. His parents report that he was taught to examine and name objects early. This has been puzzling to staff members working with D. He learns to name and how to use tools and articles readily at times; others he seems never to learn no matter how often presented. He had no difficulty in learning how to use an electric toothbrush nor in remembering to keep it on a table two rooms removed from the bathroom, yet repeated instruction in the use of a potato peeler resulted in no ability to use it to peel vegetables. D formed strong preferences for particular objects and would try to keep them in a place where he could find them easily. could make fine discrimination. One of the other boys had shoes of the same kind and size as D. I would put on any pair of the four shoes, but D knew which pair was his and would not wear I's, even when both had nearly new shoes.

### CLASSROOM PERFORMANCE

Denjoys oral language arts if it pertains to current events in which he participates, or in stories suited to his level. He seems to "turn off" other material except on a one-to-one situation when he will participate well. He delights in science experiments at first to third grade level. All the instruction needs to be concrete unless it relates to the characters in a story. He can neither read nor write braille but can identify small three dimensional objects glued to a page such as a knife or fork or spoon less than an inch in length. He readily looks at the braille word associated with the small model, but cannot identify the word without the object. He participates with the group when interested.

# RECOMMENDATION FOR PLACEMENT

The staff members of the demonstration program felt that Child D had required an unusual amount of time and effort. That he had not benefited from the program as much as he could have, had he not had such severe physiological problems. We felt that a child with uncontrolled seizures should not be in a program such as ours. His parents were called in for a conference and it was suggested that they get medical advice on D's future care. After a complete evaluation by another medical team it was recommended that he return to the school for the blind as the best placement available. He is again in a special class.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL 'SCHOOL February 21, 1967

D was referred for an intellectual evaluation by the D-18



Oregon School for the Blind.

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It is reported that this boy has been blind from birth, has seizures which are fairly well under control with medication (he had four during the month of January), is retarded in intellectual functioning, and has probable emotional disturbance.

D was talking with Mrs. R, his teacher, about using a tape recorder as the examiner entered the waiting room. When introduced to the examiner, D said "hello" and then went right back to talking with Mrs. R in an attempt to ignore the presence of the examiner. As soon as the examiner mentioned he had a tape recorder, D came readily with him. D had been allowed to explore the recorder and it had been turned on, he was willing to interact. Throughout the remainder of the session he was friendly and cooperative. He had no difficulty remaining in his chair, but spent the majority of the time rocking back and forth. He was only sporadically attentive and occasionally asked irrelevant questions. D talked freely and could describe isolated events in his life quite well. For example, how he takes a shower, or how he and his family make "somemores" at home (a roasted marshmallow and chocolate bar between graham crackers). However, he had difficulty interacting at a conversational level.

D was oriented as to place but had difficulty dealing with time. He didn't know what day or month it was. He knew his birthday was in February and that it was on Washington's birthday, but he did not realize this was the next day.

On the WISC D achieved a Verbal IQ of 52 which is slightly lower than the score of 57 he achieved on the WISC in 1965. In comparing the two protocols it was noted that on four of the six subscales his performance was identical. He got the same items right and his answers were the same or similar. This suggests he is not keeping up with his past rate of development and is presently functioning in the moderately retarded range intellectually. The only real gain D made was an additional 7 points on the vocabulary items suggesting he is able to use more words in more appropriate ways.

D had particular difficulty on any items dealing with numbers throughout the test. When asked "how many legs does a dog have?" or "how many pennies in a nickel?" he responded "one and two." He was unable to grasp the concept of subtracting blocks or reciting digits in reverse order.

These findings are consistent with the report from the school that D is simply not performing and in fact may not be doing as well as he was 2 years ago. It is reported that he doesn't listen well in the learning situation and has learned only an insignificant amount of braille. This lack D-19

of progress and difficulty in learning have been frustrating for his teachers and they are concerned about how to reach him.

Socially this boy has become more aggressive, has made some friends and will interact on both a verbal and physical basis. For example, he often teases one of the girls, but if it is let go too far, it may end in a fight.

In summary, D has made little progress during the past 2 years intellectually and is now functioning in the moderately retarded range. His performance indicates an egocentric concern and suggests he is not gleaning information about the world around him (as measured by the WISC) even at a rate expected at his level of functioning. The daily wetting of his pants, his over concern about what is going to happen to him, and his unwillingness to try new situations suggests there may be additional emotional problems.

Russell Jackson, M.S. Intern in Medical Psychology

Frederick H. Kanfer, Ph,D. Professor in Medical Psychology/cw

		7-961	
ERSONA	ERSONAL HYGIENE	7.00 J-94	nce en a provincia de la companya de
. WAS	WASHING G	Setting Settin	ere eme elti ette
Chi	Child Can:	Ded Test	T N T
,	Hold hands under water in basin	×	
લૌ	Rub hands together under water	×	
10,	Resch for scap and rub it on hands	×	
70	Turn on water faucet	×	
ŗ,	Turn off water faucet	×	
•	Wash and rinse hands	×	etts.
t-	Rub hands on towel in any fashion	×	
ထိ		×	
6	Reach for towel	×	
10,	Get towel and use	X	
11	Wash hands if reminded to do so	×	
12,	Wash hands without reminder	×	
13.		×	

NAME				- ho	T 97 AP JUST	or subpression to	Z9b	
I. PERS	ONAL	PERSONAL HYGIENE cont.	15°	b) 17	<i>ال المحيون و المحيود و المحيود المحيود المحيود المحيود المحيود المحيود المحيد المحيود المحيد المحي</i>		מחרון  מרנן	
Å.	WASHING	NG	9 T	6 [ :	COLUMN CO	eTq	8T2	
	Ch11 &	• היינו של ה		Nen YiT	ren fit fac	ien it iad	TI	
	भी	Pat tiwel (paper) in wastebacket	×					
	۳, سا	Hang towal on rack after using	×					
	16.	Wash part of face With hands	$\times$					<u></u> ; -
	<u>.</u> احا	Wash part of it a wire watheach handed him	X					
	a ~ 1 7: 4	Wash whole face with washeloth handed nim	X					
	Q	Din wesholoth in water sad wash fau-	×					
		Wester washe ofth and wash					×	
	• } ?	West with					×	<del></del>
	-4 C	Work some and even first behind ears					×	
	, v	STEE	×					
	•			-	<b>-</b>			

HIGHENE COME.  SI CAM:  Sit in bathtub of water without fear Play in bathtub of water with toys Cooperate in being washed while in tub Help use washoloth  Help use soap and washoloth  Wash self with verbal directions  Wash self independently in shower  Help dry part of self  Help dry whole of self  Dry self independently  Passignated place  Put soiled towel in designated place	The second secon	Neme Neme Neme Titl Titl Titl Titl Titl Titl Titl Titl		1. X	×	×	tub	×	×	×	tion	×	×	×	×	×	ခ်သ	
○ M	PERSONAL HYGIENE GOLIS.	Bathing	Ohill Can:		면	Play	Cooperate in being washed while				Wash self	Wash with	វនិន្តា	Help				

NAME		h961		Unique de Lancie.		<u> 1951'</u>
I. Personal	Personal Hygiene cont.	Ηo				ho DJC
C. CARE	ог тветн	294 6 It 9 Et	- E. E.	_A_(A	me tle te	e it Olet
Chi	Child Can:	men rT		ĽŤ TĴ Da		IT.
• •4	Cooperate in having teeth brushed	×				
ď	Help brush teeth	×				
, w	Spit out toothpasts and Water	×				
	Brush teeth independently	×				
is*\	Part toothpaste on brush adequately					$\times$
•9	Rinse teeth and mouth independently	×				,
-1	Wash toothbrush	×				
8	Put toothbrush in proper place	×				1
6	Find own toothbrush	×				
10.	Put sap on toothpaste tube					×
• E	Put toothpasts tube in designated place					×
12.						×
1						

Date emaN eltfT Neme TitiT eted Neme TitiT etted Neme Title eted Name Staff Titte Date Soft : तेत् मध्यः ध्<u>र</u> Blow nose when handed tissue or handkerchief Put used tissue in wastebasket Cooperate in shampoo of hair Shampoo hair indepententiy Cooperate in wiping nose Help shampon hair Help blow nose Help wipe nose Set ha " style विष्याद्य प्रदास Part hair Comb hair CARE OF NOSE PERSONAL HYG: ENE Child Can: Child Cara HATR CARE તં ę,

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PERSONAL HYGIENE cont.  B. Care of Nose cont.	## 1408 6 ## 145 6 ## 145 6	61	ଖ	Ţ <del>e</del>	Тө
Child Can:	Mem Jil	Mem 1111 Jet	Mem 1111 Jet	mak Jil Jaq	meV tiT teQ
6. Put handkerchief in pooket	×				
7. Get tissue from designated place	×				
8. Get, use, and put away used tissue or handkerchief	shief				
9. Perform #8 quietly and quickly					
TOILETING					
Child Can:					
1. Cooperate in sitting on toilet seat for 5 mi	minutes				
2. Cooperate in using toilet for b.m.	×				
3. Cooperate in using toilet for urine (sitting)					
4. Cooperate in using toilet for urine (standing)	×				
5. Ask to use toilet	×				
6. Pull clothing down to use toilet	×				
7. Pull clothing up after use of toilet	×				
Ilmea	*				

× X × × Use toilet while wearing sanitary equipment without Fasten front button on jeans or alacks (girls) Geoperate in wearing samitary equipment Fasten stile zipper and bitton or sing Change sanitary equipment with help Zipper Tothing (Jeans in Marks) Use foilsh paper independentiy Use foilet paper when reminded Use toiles paper with hely Fast-n front snap on jean-9. University Rothing SANITARY EQUIPMENT PERSONAL HYGIENE THE TA Buckle belt Triend & The problem GHIG GATS 1,300 1,500 \$6 p4 +++ κ, ر در سر 10. Ġ

NAME			7981		THE RESIDENCE OF THE SECOND		designation of the second
I. Per	SONAL	PERSONAL HYGIENE cent.	707 101				they
<b>.</b>	Sanit		elt. Ett.	emi Elit Ada	ete Tate was	erre Etate	BTITE
	Child	Cau:	an IT RQ	FT	I	T	Ŧ
	+	Change sanitary equipment independently					
	ŗ,	Weap and place used pads in designate! place					
	6.	Wash soiled clothing					
	-	Care for self during menstrual period independently					
	•						
h	CARE	CARE OF FINGER AND TOE NAILS					
	g.	nail <b>b</b> rusl	×				Î
	1 (	mine towails the reil binish	×		. 0		,
	Ů	VISAL COMMITTED IN STATE AND	×				
	r.	Great Ingernalis With the Car.					
	<u>+</u>	Clean to snails with file tip					×
	ı'n	Use emery board on fingernaila					<
	•	Use emery board on toenails					
	7.	Use nail clippers safely					

÷	Name Date Date Date Date Titit Date Name Titl Titl Titl	· \	X	×	×	×	×	` \	×						
PERSONAL HYGIENE Sont.	DRESSING RESING Child Can:	. Take off underpants	?. Take off jeans or slacks (if unfastened)	3. Take off jeans or slacks independently	1. Take off T shirt	5. Take off shirt if unfastened	6. Take off shirt	7. Take off socks	Take off	Untie and take off shoes		11. Unfasten and take off dress (front buttons)		13. Unzipper and take off dress (front zipper)	
NAME I. PERSON	I. DR	ř	ď	Ķ	4.	, Š	9	2	- σ	6	10.	11	12	13	14

でける**(** TREAL a To th ams N  $\times$ × 1048 easy ঃশুর জন্ম সুসু pile garment or panties from above the knee om hanger independently on hanger (with holp) Put on undershorts or panties if handed above feet Tegrans ac coat on hook by armhole ar ceat on hook by hood jaskst or coat on hoch anyway put on undershorts SWEETER OF いないがれ up shorts or panties if ïŧ 04em) up shorts or panties HETE! Unsipper and take off cost jacket or coat Take off buttonel Take off smeater 37 jecket or Take off silp Pick up and I 40.00 388E46 HYGIENE Child Cass Dressing PERSONAL तं eg E 19 3 7 Ċ,

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				761				<u> </u>
PER	SONAL	PERSONAL HYGIENE cont.	itat	120		د د د د د د د د د د د د د د د د د د د		
• H	Dres	Dressing cont.		s I	<u>_</u>	<u>e</u> Tq	_ <u> </u>	
	Child	Can:	TI	ISN	Ner Tit	nen Tit	usn II Da	<del></del>
	වියි	Identify back from front of undershorts or panties	×					
	8	Put on undershorts or panties correctly	×					
	, y	r on unders	×					
	, K		×					A
	32.	n undershir	×					
	77	Identify back from front of undershirt	×					
	<b>1</b>	Put on undershirt correctly with verbal direction	×					A
	, ř.	on undershirt correctly and i	×					1
	FOR	FOR GIRLS ONLY						
	36.	Cooperate in putting on slip						í
	37.	Put slip on if handed garment						<u> </u>
	38°	Pick up and put on slip from pile of clothing laid ready						- 1
	39.	Identify back from front of slip	_					

	Q					
RSONAL	RSONAL HYGIENE cont.	• &		programma a topical		
Dres	Dressing cont.	_eŢ	:3 :7 e	:1: :1:	9 T :	.J.e
Child	Can:	Man Tit Dat	meN TiT Dst	TT: De.t	Tit	neN fiT feC
700	Put on slip correctly with verbal direction		- 1	+		• [
4.	Put on slip correctly and independently		1			
12.	Cooperate in putting on a dress					
43.	Put on a dress if handed garment					
144.	Pick up and put on a dress from a pile of clothing laid ready					
45.	Identify back from front of a dress					
146.	Put on a dress correctly with verbal directions					
47.	Put on a dress correctly and independently			1		
148.	Fasten a dress which zips in front					*
49.	Fasten a dress which buttons in front					1
50	Fasten a dress which zips in back					
51.	Fasten a dress which buttons in back					
52.	Fasten a side zipper	-				
53.	Fasten belt in front	<u> </u>				
54.	Tie sash in back					

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#181 + F		Date Name Titi Date														
7+	ण्ड	Name [+:T					×	$\frac{\times}{+}$	×	×	×	<b>×</b>	<u> </u>			
PERSONAL HYGIENE cont.	Dressing cont.	Child Can:	. Choose clothing suitable for the occasion	Put on and fasten foundation garment independently	7. Put on and fasten long stockings correctly	OR BOYS ONLY	3. Put on shirt correctly with verbal direction	). Button shirt correctly down the front	). Button cuffs of long-sleeved shirt			7. Fasten trousers at waist	Zin tro		Co. Tue beit	
NAMEI. PERSONA	I. Dre	Chi	55.	ķ	57.	FOR	58.	59.	60°	61.	62.	63.	) <del>'</del>	T 7	5 7	<b>5</b> 5

NAME	D	p9b		A		<u> </u>
I. PERSO	PERSONAL HYGIENE cont.	.t. (		demography of A		十分
α °I .	Dressing cont.	Θ.	<del>9</del> 1	6.1	<u> </u>	T e Ţ
O	Child Can:		Mame TitT Date	MeM JiT Tait	msN JiT Jg(	TIF
V	68. Knot tie correctly					
9	69. Match coat and trousers of a suit correctly					
124	FOR BOTH SEXES					
	70. Cooperate in putting on socks	×				
•	71. Pull up sock that has been put over toes	×				
	72. Put on sock if handed to him	×				
_		×		_		
•		×				
-		×				
-		×				
		×				
	78. Put shoe on correct foot independently	×	_			
	79. Pull laces tight in shoe					×
	80. Cross laces to begin tie					X
	81. Tie simple knot	-		-	1	
	82. Tie bow knot					

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J.,		44.	7 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	المراجعة ا	57 b	and the state of t
EATI	EATING AND TABLE SKILLS	75	يست هاسمو کليد د سپ <sup>م</sup> د کلد کاورو و	د شخصه عنی (۱۰) ا سنانیسانید هنی		
Chi.]	Child Can:	Venne Litl	Mame Lttl Gate	emev Id.il ed.eC	1411	Vame Titl Date
<b>н</b>	Find place at table	×				ا د
໙ໍ	Sit down at table with help	×				7 4
W.	Sit down at table without help	×				
\	Sit quietly for part of meal with supervision	×				
ιγ	<i>:</i> 23	×				
Ö	Sit quietly for all of meal	×				74)
	resq sel	×				
. co	only					
5	Eat some foods with fingers	×	ļ			
10.	Est Without undue persuasion				×	
, , ,	Ret only soft foods					
12.	Chew food partially					
13	Chew food	×				7
11:				Marie Tales State		

1761 + A	91 75 e	Name Uste Uste Uste Uste Uste Uste Uste Ust	i.			×	×				×	×	×	×	×
NAME D	A. EATING AND TABLE SKILLS sont.	Child Can:	15. Est most Poods	16. Est whatever is offered	17. Use spoon with help	t se	Usa	20. Use knife for spreading	21. Use knife for cutting						

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CL CL AND TARE SETTING AND TARE	7 <b>र्ग</b>		egila azarin di engin majima di e		17078
Child Can:	ensk elti etsk ensk	etal Date Mame	eltil eta0	Name Fitle Pate	Name S Title Date A
29. Use napkin without reminder	X				:1 1
50. Fold napkin					
51. Eat without spilling on floor	×				
32. Eat without spilling on table	×				
					X
	×				
	×				
Wait qui					
37. Raise hand for service			_		$\times$
78. Say please					×
					×
41. Wait patiently until excused			Š		×

Neme Neme Neme Neme Neme Neme Neme Neme					×					
EATING AND TABLE SKILLS cont.	42. Use appropriate table conversation	43. Retrain from improper noises		ito. Mash al ter eating independent.	iti use appropriase strocms.		51. Pour milk on cereal	52. Pour syrup on hot cakes, etc.	53. Serve self and pass dish of juicy food	54. Serve self and pass platter of meat

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	D	1961	anganang pilikula disa naganang pilikula dan naganang pilikula da			<b>L9</b> 5
CHOLOG	CHOLOGICAL ADJUSTMENT	7		ىرىدىدىنى مىستىسىرى ئودۇنچىنى مىسىسى ئادۇنىدۇنىدى		
SELF	ADJUSTETENT ADJUSTETENT	75°		۳ ع	. j. j.	75°
Child;		nan TiT Tad	msN fiT faC	meN tiT Dat	Nan Tît Jad	
s S	Seems depressed during group activities			·		
r, S	Seems depressed when left to own devices		,			
<i>5</i> , 50	Seems depressed in evening					
	Seems depressed on returning to sahool from home					_
7. S	Seems depressed when going to school from residence					
						_
	r with no observe					
	Can explain reason for crying	×				
	Gives inappropriate reason for crying					
	fam					
	to feel unwanted by		٠			
	to feel unwanted by other chil					
	ns to the point wited.					×

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						Lybi
LOGICAL ADJUSTMENT cont.	ρλ:	77 by		andre de la company de la comp		7.4.0°
lf-Adjustment cont.	pet.a	e	e It	ea. 614 64,	tte Tte Tue	_ett.
ild:	ਬ	T.T.		TI	ŢŢ	T.J.
. Giggles when nothing seems funny to observer	4.00	×				
. Does not explain what is furmy when he giggles						
6 Giggles when chalously hurt						Ď,
V. Uses foul words to get attention				1		<u> </u>
Curses others to show anger						ا
Purposely injures self by banging head hard						×
		×				
		×				
		24177				
Oceans allegellon from games of						

	7	CLASSICAL ET A		CERTIFICATION OF A	7/2/	77
YCHOL	YCHOLOGICAL ADJUSTERNI tont.	ingrig og englig 1996-ble (1996) 1996-ble (1996)	ALEXAND. BITCHEN THE PARK AND AND LINE SHOWN AND		161 T	# #
HOM	HOME ADJUSTMENT			. (2000) (2000) (2000) (2000) (2000) (2000) (2000) (2000)	pot pot	an and an area
Chi	Child:	Name Litil Ste	eme Tail ete	emel Cool Cool Cool Cool Cool Cool Cool Co	e nev	erec TVII
<b>•</b> }1	Expresses fear of father					
α̈́	Expresses fear of mother					
w	Expresses fear of other family member					
4.	Expresses fear of punishment at home					×
r.	fear that parents will ior at school					×
ŝ	Is homesiok and cries to go home					
7.	Is eager to go home, but does not any					
œ	Displays little emotion about visits home					
6	Is well adjusted to school-home changes				×	

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FSYCHOLOGICAL ADJUSTMENT cont.  C. SOCIAL ADJUSTMENT  Child;  l. Approaches other whildren with hostile intent  2. Rejects friendly approach of other child  4. Is cruel to animal;  5. Tries to have younger children  7. Takes food away from others  6. Takes food away from others  7. Takes food away from others  8. Tries to play with others in informal play  10. Is accepted by others in informal play  11. Remains near group but does not participate  12. Avoids other children in informal play  13. Can carry on a conversation  14. Initiates conversation	295		ATA PTA PTA PTA PTA PTA	Nan Tit Nan Tit Nan Tit Tit Tit Tit Tit Tit Tit Tit Tit Tit	X						×		×					
cont.  shildren with hostile approach of other chil unger children  als  g turns  g turns  g turns  th others  th others  th others  others in informal play, thers in informal play, there in informal play, there in informal play conversation  sation		₹₹ •A•	45°	Verme Lati		×		×	×									
			SIAL ADJUSTMENT	1].d.	Approaches other shildren with hostile		HS OF		Takes	Takes	0 \$ <b>\$</b>	Te weighted by others in informal	Is accented by others in	The accordance of the does not	remains near group one con-	Avoids other children	Can carry on a	Ini tiates

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				, id		
CHOLO(	CHOLOGICAL ADJUSTMENT cont.	dr S		And a		₩ <sub>€</sub> 75 e
SOCI	SOCIAL ADJUSTMENT cont.		Neme Tit I Date	-	Mame TîT Tad	TIF
15.	Answers questions asked by another child	×				
16.	Answers questions asked by adults	×				
, ,	Repeats words or phrases said by amother					
. @						
9	s affection for some adult					X
<b>6</b>	affaction for			×		
, ,	Airection for 111 shild			×		
· 7.	RODING ROSAMO OT			$\times$		
ž !	TISTIKES & COLUMNIA OF			×		
23.	cer tain autr					
ਜੂ ਹ	Denies having done something for which he expects punishment					
טט						$\times$
(2)	ts dagst tot tegas at					
8		×		×		
27.	Seeks protection from adults					
28.	Seeks to play with child of either sex					4

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Date May, 1967 JJOHS - ITOM FF425 swell st2 eman ero SectaR epposite and always honest Is salf-sonfidant (less self-assertive) get his own way N. L. P. YEST Johns perso in comon cause Shows strong salf-assertion بې O play with thild play with ahild tanically of their Argues when he does not to adults ال الا praisa Cooperates for reward PSYCHOLOGICAL ADJUSTMENT cont. אָבּיים. מייים Cooperates for Knows honesty, Enjoys "vougs." SOCIAL ADJUSTMENT Tattles 口。

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NAME			A CONTRACTOR OF THE PARTY OF TH	Maria Shangan Alifondi Pala Anna ya magamaya Silina Anna ya magamaya aniya ma			790	
• •	PSYCHOLO	PSYCHOLOGICAL ADJUSTMENT cont.	λ:	JELEZIN BALLERIA (M. L.C.).  BALLEZIN BALLERIA (M. L.C.).  BALLEZIN BALLERIA (M. L.C.).			61' 5 (-10'	
	c. soci	SOCIAL ADJUSTMENT cont.	Ţ÷Ţ	9.7	eŢ	Te_	78 s	
	Child:	<del>ដ</del>	msN JiT	JEU WEN JÎT	red meN fil fed	Mem Tit Dat	meN tit	
	<u>i</u> 12.	Shows self-control						
	43.	Bites nails						
	<del>-   -</del>	Has a short attention span					×	
	45.	Is noisy					×	
	46.	Is developing a sense of humor					×	
	1.7	9						
	18,	Respects the rights of others						1
	· 약	Respects the feelings of others						1
	Ġ.	Recognizes the abilities of others						1
	Ľ.	Settles arguments quietly with help		_				
	52.	Settles arguments quietly without help	-					1
	53.	Is responsible for equipment	-	1	-			
	4.	Understands and follows simple rules					<b>×</b>	<del></del> ,

<b>万</b> 7	チチ	# T	Meme JIT	Understands and follows simple directions	suggestions	Is aware of time but ignores it	X	Sees the fallibility of adults	Has limited reasoning ability		concerned only with the immediate		Can make decisions	game or play with another child	
		6	Nam Tit Dati												_
	H	78 e	Tit Jed Mem Tit						×	×		×	×	×	

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	ስ <i>ማ</i> ይ	h # 16		
CCHOLOGICAL ADJUSTMENT cont.	<i>JJ</i>	7 14		
SOCIAL ADJUSTMENT cont.		e '		6
	<del></del>	Neme Titi Titi	Name	Date
Shows sex antagonism			_	1
Gives encouragement to others				
	, wa			
done	×			Ì
	×			ļ
Knows right from wrong	×			
now finish took on project thin spite of Pristingtion	ion			1

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YSICAI	INSICAL DEVELOPMENT	2X:	91 <del>- Y</del>				920.
MOBI	MOBILITY	t bea	— <sub>Ө</sub> 1		<u>ə</u> Ţ	7 <del>⊖</del> Э	JE TE
Chil	Child Can:		[tt]	Meme Titi Date	Mame Tit Date	Name Tit] Date	Mam Tit: Jad
-	Crawl in any fashion						×
i c							×
• U	of ant the monotopean page of the color of t	-					
<b>K</b> ,	Crawl in homolateral pattern	+					
4.	Crawl in cross pattern				_		
Ţ,	Creep in any fashion						
, 4	, L						
•	T mongorous III	$\vdash$					<b>×</b>
7.	Creep in homolateral pattern	$\dagger$			-		1
ώ	Creep in cross pattern	+					
6	Stand with support		×				
, , ,I	Stand without support		×				
11.	<b>F</b>		×				
12,	Walk holding hand (another person's)		×				
K	Walk holding to furniture	-	×	- 14 o'- American			was out over a

Date Mark eman Salos Estart Date ethtl emeN FtBa LTATL Name Date ) Sursid  $\times$ X × <u>etttT</u> Fots saev Rated by: hel p railing steps by wall without another person's steps without using steps (both feet on each step) step) steps (one foot on each Walk down step without help Climb flight of steps with inside building Walk down step with help sidewalk steps with help following wall a flight of Walk down ramp alone on Walk up remp PHYSICAL DEVELOPMENT alons Climb Child Can: 25. तं 19. င္ပ 18, 16. 15°

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		hyb			
ICAL	ICAL DEVELOPMENT	<del>//}</del> a			410
MOBILITY	Det.		e7	ө Тө	I o I
Ch11d	Child Can:	Name Titl Sate Yame Titl Date	Mame LiiT otsQ	Nem Jil Jad	
27°	Climb up ladder	×			
α	նյ քար ժռար յեզներ	<b>×</b>			
• 0					$\times$
563	Walk Iorward on Command				×
30°	Walk backward on command				×
31°	Turn head from side to side	-			;
32°	Turn head to right side on command				×
	m sommend or established				×
55.	Turn nead to tell of the current				×
<del>,</del>	Nod head forward on command				×
35°	Nod head backward on command		-		;
%	Move arm(s) to right		+		
	Morro avm(s) to left				×
			_		×
ž Ž	<b>⊕ ∆</b> OM				×
33	Move arm(s) down				

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PHYSICAL	PHYSICAL DEVELOPMENT	• 6			n pada perinteri (i. s.). Agas da perinteri de la compusa. Agas da perinteri de la compusa.	7 / h
A. MOBILITY			علادة الله الله الله الله مناطقة		£. ".	7 + 1 Z= 1:
Chil	Chill Can:	MaN JiT Jist	Man Tit Dat	Nen Tit	Nem Frt Jad	neN i:îT Pe(
Ç	Clar here (on command)					×
} =	We was the shorthm					×
<u>.</u> :	Section ( and incomments)					×
	Standard (or comment)					×
	ं दिशाहों देश हैं तह है तह के तह है। इस है कि है के से के है हैं है					×
(拉)	dump (get both leet on inder)	-				
r.	Broad ว์เมกุฎ					>
भू भू	Hop on one fort					<
17.	Hop on si ther foot					×
82	Hon (alternating feet)					
Å C	(2) 1 on					
• 64	A Trop					
, 1	oki.p					乂
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		<b>トフレイ</b> ラン・ステン・ステ	CHICATA PART TO THE CHICAGO	WELFERTING ALS.	276/1	27514	
SIC	PHYSICAL DEVELOPMENT:	dz,	ئيو سستوسسي * رني) * سستوسيسو	CONTRACT IN	ग्यंत्र : ग्रिट		
A. M	MOBILITY	- G(	nar Tero-	Men Use Use		rieV Fil JeO	
Ŕ	. Run m thout hely but tendhing another person	×					
ፖ	54. Rum freely any pattern	×					
ぼく	55. Run freely gross pattern						
(T)	56. Run fast on command						
ic.	57. Walk slowly on command					×	
1							_
В. Р	PHYSICAL SKILLS	73.— <u>———————————————————————————————————</u>				;	
r-4	1. Do l or more forward rolls					×	
()	9. To backward roll						
J F						×	
• • •						×	
a-14	4. Do (number 10) push-ups					>	-
us 1	5. Do (number   ) pull-ups						سبيه س
~	6. Climb rope						
•	7. Throw a hall				×		
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IV.

	CITIES AND THE	ALTERNATION OF THE STATE OF THE	Line of the second	Service of Constitution	196
SICAL DEVELOPMENT:		gradjanda gelde ta gradjande ta gradjanda gelde	a marina dan dan dan dan dan dan dan dan dan d		דא+ן מכם ב
Phys. al Skill:	(2) T	**************************************	Sandard Sandard Sandard	41	
Chill I Cara	Nam	arev tir tsd	New TT: ::***	Nam Tit Dat	Mem
9. Kick a bail					
10. Walk a balance(1, beam for 3 feet					
11. Walk a balance(4" beam for 6 feet		_			,
12. Walk a baisnee(in) beam for 8 feet					
(Stall hars) 13. Rise up on toes		.,	ş		×
					X
					×
					×
Climb					×
• []					and I delicated to the last of
18. Boy's pull-up					×
19. Girì's puil-up					

NAME IV

ERIC Fruil Text Provided by ERIC

Teacher Jaky eur N ertea Retes Chs Sit on edge of large pool with feet in water Play with water toys in splash pool Enter large pool without help splash pool and play in splash pool (small) Enter large pool with help Play What Time Is It, Skin-the-sat Play London Bridge Simon Says PHYSICAL DEVELOPMENT: Physical Skills Stunts Sit in Stuni Chill Can: Pl. ay SWIMMING (Games) 20° 22° 23° • ໙ໍ

NAME

IV.

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ICAL	ICAL DEVELOPMENT:	5				thop
SWIM	SWIMMING	€	<u> </u>	61	eγ	Z+ T
chi 1	Child Can:	ms V JiT	Mam fil fac	meN ::IT ::EQ	nen Til Ted	nev T.T. ted
7.	Stand in corner of pool with adult					Ü
	Stand in corner of poci without adult					
• (	we a commend show and of nool without help	×				
•	The state of the s					$\times$
	Be relaxed in pool					×
170	Flutier kik					
0	Pat face in water	×				
)   P	Culturous bess fr water	×				
170		×				
o †7 *	hold preadil under major					
15.	Expel pream under water					
16.	Turn head to breath in rhythmic pattern					
۱ د	Float in prone position				_	×
, a	Float in prone position and regain standing position					×
	disa ta amono nosition using flutter kick					×
19.	GIIGO TU DEGUE DOST GEORGE CALLED					

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IV.

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AI	PHYSICAL DEVELOPMENT:			are annune da	1/1000	
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īV

### CHILD E

## DEVELOPMENTAL HISTORY

Child E, a girl, was the second of twins born prematurely by approximately three months. He birth weight was three pounds one ounce. The other twin died of a lung abcess at age one month. E was given oxygen in an incubator for six weeks and discharged weighing six pounds. She sat at eight months, said her first words at one year, began walking at three years, and was toilet trained at three and one-half years. She began wearing special shoes at one and one-half years, and braces at age three.

E was enrolled at the Oregon School for the Blind in February, 1962. She had attended a preschool for blind children from the age of one and one-half to three years. She had been in a school for cerebral palsied children (but not blind) from three until the family moved to Oregon. At that time she had four brothers, three older and one younger. Since that time two younger sisters have been born. All the siblings are normal.

## MEDICAL

Diagnosis at Crippled Children's Division of the University of Oregon Medical School on June 14, 1962 was: "spastic paraplegia, secondary to prematurity, associated with blindness presumably secondary to retrolental fibroplasia. Her size appears nearly normal and her intelligence seems excellent."

E had surgery at age six to lengthen the Achilles tendon and had another surgery at eight years, nine months at the University of Oregon hospital. In July, 1964 it was felt at the CP clinic that she was walking better although she still needed some support and still tended to turn her feet in. E received physical therapy from January 1963 until February 1967 when it was discontinued.

Examination at the University of Oregon Medical School in the fall of 1964, showed a "mentally retarded white female child with early pubertal changes with spastic diplegia and total blindness." The blindness was due to Retrolental fibroplasia and she had no light perception. It was not possible to obtain a true evaluation of hearing. The EEG was abnormal, "Diffusely slow with no activity in the alpha range."

Psychological evaluation of E in December, 1964, described many deviant behaviors (Sec Appendix D, and was summarized as follows: "She may be retarded to some unknown degree but her primary problem at this time is psychological D-21



in nature and is severe. Her social maturity at this time is retarded." She received a social quotient of 43 on the Maxfield-Buchholz scale of social maturity.

E was seen again in Crippled Children's Division of the University of Oregon Medical School in February, 1965. Her case was reviewed. The greatest question centered about her intellectual potential. Results of verbal tests indicated that she had not learned to verbalize as well as a child of three and one-half although she was ten years and three months of age. They felt that "A condition of retardation (degree not specifiable at this time) underlies the obvious affective disturbances presented by this child." They suggested that some one person at the school try to build a relationship with her and build up simple basic skills within the modalities available to her.

Further psychological evaluation in the department of Medical Psychology in January, 1967 is summarized as follows: "This girl seems to be retarded in intellectual functioning and social maturity. It appears that little change has occurred during the past two years. She still has much echoing behavior, laughs inappropriately at times, functions on a concrete verbal level, has made little change in social maturity skills, and is reported to have difficulty interacting with peers. On the other hand she didn't mouth objects, was quite cooperative, and is reported that she occasionally volunteers information at school."

### PERSONAL HYGIENE

E's progress in self care habits has been very slow. She has shown very little improvement. She does a better job of washing and drying herself than at the beginning of the program, has made some progress in cooperation with tooth brushing. If reminded she now uses toilet paper herself. At the beginning of her menstrual periods she resisted wearing sanitary equipment violently. She now accepts it and can use the toilet while wearing it. She needs help in changing pads. (See Appendix D, D-C-2-E

#### PHYSICAL DEVELOPMENT

E has shown some improvement in some areas of physical skills such as getting into the swimming pool and moving about in the shallow end. She got around without braces for a time but resumed wearing them for the added support. She developed endurance and could walk farther without undue fatigue. Her general progress in this area was poor.

## EATING

E made no appreciable progress in eating and table skills. D-22



Her appetite increased. She preferred meats and highly spiced foods. She could identify by taste and odor as well or better than any other child in the program. Much of her spontaneous speech related to food by the second half of the program period. She did not like desserts and had to be encouraged to taste them. Tart grapefruit juice or a raw lemon were favorite foods. She talked about carbonated drinks and enjoyed them while other children had to be forced to taste them.

# PSYCHOLOGICAL ADJUSTMENT

E made some gains in this area. At the beginning of the program E's spontaneous speech was mostly severe scolding of salf. Any suggestion made to her would be turned into a severe command full of threats, i.e. "Now don't you make any noise or I'll spank you!" or "Now don't you fall!" She also bit her arm until it bled. If left to her own devices in the residence she was usually found in the back bedroom in the far corner. She responded to paid with hysterical giggles, not tears.

After four or five months of patient acceptance with no scolding, she began to scold herself less and respond more appropriately, i.e. when blocks fell on her she said, "Hurt" and began to cry. Her arm healed. She stopped biting herself and bit other children. There followed a period of aggressiveness with the children she was with most. She also began to throw objects, take things out of drawers and cupbcards when she could not have something she wanted, or must do something she did not want to. She protested by taking off her shoes many times a day. Her mother reported that at home if she got mad about something she went from bedroom to bedroom tearing apart the beds.

Gradually this behavior disappeared. She began to join the group of the children to sing and began to ask to be cuddled, generally by an adult. She used language rarely to communicate with others, but began to answer questions quite well. With the beginning of her menstrual periods, she had periods of regression for a few days prior to the onset of her period. She continued to resist change in people and situations.

## OBJECT RECOGNITION

E could name many objects, but was less sure about their use. She was rather slow in learning new ones unless they involved taste and smell.

## CLASSROOM PERFORMANCE

The level of E's classroom performance remained about D-23



the same as when she had first entered school. She functioned at about the level of a beginning kindergarten child. As more difficult activities would be suggested she would resist passively or ask to return to very simple tasks. New learning at this level was accepted.

An unusual behavior of E was her fluent dictation of a letter if she was helped to write on the brailler. Her ordinary conversation consisted of words or phrases, but seated before a brailler she would talk in sentences as rapidly as a normal child, usually telling about her family and often about them being hurt, crying, or wanting to go home. These letters were always addressed to a woman who lived in her home town and also had a blind child, never to her parents. She became embarrassed and hesitant if writing to her mother was suggested. She resists instruction in braille the few times it has been offered.

E enjoys music at the kindergarten level. She learns both the tune and words to songs quickly and easily. She has a good sense of rhythm. She likes to explore sounds on instruments, but does not pick out little tunes.

## RECOMMENDATION FOR PLACEMENT

The staff members of the demonstration program felt that E had made little progress except in becoming more able to relate to adults, and to a much lesser extent, to some children. Regular class placement would not be advisable. Further evaluation and advice should be obtained by her parents as to her future.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL January 10, 1967

E was referred for an evaluation by the Oregon School for the Blind. The child was first observed by the examiner while playing in the waiting room. She was manipulating a rubber tractor, smelling it, and saying "Phew, this smells." After several verbal requests E got up from her chair, walked toward the examiner, followed him down the hall, and then sat in a chair with no physical help.

Once E was seated she did some exploring of her new environment with her hands. She found the table in front of her, another chair, and the typewriter behind her. All of these were correctly identified upon request. Later while the examiner was speaking with Mrs. R, she made a further attempt to explore and found another chair with the Stanford-Binet case on it and when she found the latch started playing with it and said "record player." At times throughout the session she would spontaneously offer irrelevant comments as "quit it," "bananas for snack," or "what did you do on D-24

Wednesday," When asked about any of these things, she would just echo back the examiner's question.

When left on her own E would laugh to herself, flap her hands like a bird, rock back and forth, click her tongue, or else just sit there with her thumb in her eye.

No formal intellectual evaluation could be undertaken because of this child's general lack of response to verbal requests. However, when an object was tapped on the table she would reach for it, grasp it and then could generally identify it upon request. She was able to identify such things as a book, bell, spoon, wooden box, blocks, and car. She could point to any part of her body (mouth, ear, elbow, knee, leg) when asked to do so. E seems to have a fairly large vocabulary and could use words as labels. showed she could go beyond this very concrete level by defining a few words correctly (orange, straw, tap, and gown). She knew several songs by memory and sang, "Oh What a Beautiful Morning." When given some blocks she played with them and attempted to put them in a pile. She was able to take a lid off a round metal can and put it back on. when it dropped she said "opps" but made no effort to retrieve it.

It seems this child's inability to respond more adequately is not a function of the exam or new situation because she responded no differently for Mrs. R, her teacher.

On the Maxfield-Buchholz scale of social maturity, E received a social age of 55 months with a corresponding social quotient of 39. This indicates little change from the SA of 52 months and the S.Q. of 43 she received 2 years ago.

In summary this girl seems to be retarded in intellectual functioning and social maturity. It appears that little change has occurred during the last two years. She still has much echoing behavior, laughs inappropriately at times, functions on a concrete verbal level, has made little change in social maturity skills, and it is reported has difficulty interacting with peers. On the other hand she didn't mouth objects, was quite cooperative, and it is reported that she occasionally volunteers information at school

The extent that this girl's behavior may be affected by problems of a psychological nature cannot be determined at this time.

Russell Jackson, M.S.
Intern in Medical Psychology
Frederick H. Kanfer, Ph.D.
Professor in Medical Psychology/cw
D-25



Date May, eltiT em s N etad eltiT эшвИ हारहा ethit emeN Date Name Date Sept Hane Mame V Rated by: Wash and dry hands without reminder on hands Rub hands on towel in any fashion SO Hold hands under water in basin together under water ф Wash hands without reminder ب. دا β Wash hands if reminded Reach for soap and rub Turn off water faucet on water faucet Wash and rinse hands and use Dry hands on towel Reach for towel Rub hands Get towel FERSONAL HYGIENE Child Can: Turn WASHING JI e s SH 13. 10° \$ Š \$ 50 ထံ Ċij

D- C-2 -E

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T.	PERSONAL HYGIENE cont.	A. WASHING	Child car:	14. Put towel (paper) in wastebacket		Wasn						Hasi sais	८७ । । वर्षा वर्षा

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NAME  I. PERSONAL HYGIENE CORT.  B. BATHING  Child Cer.	1. Sit in bathtub of water without fear	2. Play in bathtub of water	5. Play in bathrub of water with toys	4. Cooperate in being washed while in tub	5. Help use washcloth	6. Help use soap and warheloth	7. Wash self with verbal directions	8. Wash self adequately without direction	9. Wash with help in shower	10. Wash self independently in shower	ll. Help dry part of self	12. Help dry whole of self	13. Dry self independently	14. Put soiled towel in designated place	15. Clean tub after bathing

Date May Name Start Title Date Name Title TitlT Date əweN <u>e</u>ttiT Name Date e LjiT ewe Rated by: place Care for teeth without verbal reminder Rinse teeth and mouth independently Put toothpaste on brush adequately Put toothpaste tube in designated Cooperate in having teeth brushed place Spit out toothpaste and water Put cap on toothpaste tube Brush teeth independently Put toothbrush in proper Find own toothbrush Help brush teeth Wash toothbrush Hygiene cont. CARE OF TEETH Child Can: Personal 10. 12. φ,

NAME

Date eltiT Name Date Name Title ertad olt+1T emsNeted eitiT Name Date Sopt Ti tle \_ears N :Yd betaH tissue or handkerchief Put used tissue in wastebasket of hair Shampoo hair independently Cooperate in wiping nose Blow nose when handed shamboo Help shampoo hair Help wipe nose Help blow nose Set hair style cont. Cooperate in Brush hair Part hair Comb hair CARE OF NOSE HYGI ENE Child Can: Child Can: HAIR CARE PERSONAL å цŞ ç ĸŝ

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Name Varie ×  $\times$ : १९५ १७५०%**स** Get, ult, and put away used tissue or hendrerchits Gooperate in sitting on toilet seat for 5 minutes Cooperate in using toilst for urine (standing) Cooperate in using toilet for urine (sitting) Pull clothing up after use of toilet Cooperate in using toiled for bont. Pull clothing down to use toilet Gat tissue from designament plane Perform #8 quietly and quickly Unfasten snap on clothing Fat montherentes in postet Ask to use toilet Jare of Mode coulds I. PERSONAL HYGIENE ANDITA Child Can: Shild Can? TOILETING <u>.</u> φ. ผู้ 5 ŝ

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Date May × e Lt fT Bate eltiT emeN Date emsN Date Neme Date e LtiT emsN Rates by: without (girls) equipment Cooperate in wearing sanitary equipment slacks grans equipment with help Use toilet while wearing sanitary and button or slacks) or when reminded independently jesns with help on jeans ö front button on (jeans side zipper snap slothing\_ paper paper redad. sanitary clothing SANITARY EQUIPMENT conto front Buckle belt Tolleting cont. toilet toilst toilet Unbutton problem HYGIENE Change Fasten Fasten. Zipper Fasten Child Can: Use Use Use PERSONAL 3 તું ιζ 16. 17. 3 ď යු

D-C-G-E

Date Mame Sitile Date <u>∍</u>[jți] emsN Date Neme EltiT ejad Name Title etad ett iT emeN Rated by: period independently place equipment independently designated Clean fingernails with nail brush Clean fingernails with file tip emery board on fingernails Clean toenails with nail brush self during menstrual Clean toenails with file tip in emery board on toenails clippers safely Wrap and place used pads OF FINGER AND TOE NAILS soiled clothing Sanitary Equipment cont. Change sanitary I. PERSONAL HYGIENE cont. Use nail Care for Wash Child Can: Use Use CARE å 8 ιζ 9 **.** 

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נא	Take off slip	×				
, v)	Take off sweater (slip over)	×				
						×
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, K	up shorts or panties if above	×				
3	r n nndershorts	×				
27.	Pick up and put on undershorts or I		ng signa ( gare bronskinggingen	e aggastiga — andre addressession		
	of glowilling raid ready	-				

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Date <u> 6</u>[†iT emeN Date eltiT emeN etad 911iT emsN Date Title Dask etal ettiT Ratec py: clothing Identify back from front of undershorts or panties Put on undershirt correctly with verbal direction clothing Put on undershirt correctly and independently up and put on undershirt from pile of ready Put on undershorts or panties correctly undershirt of on undershirt if handed garment Cooperate in putting on undershirt slip from pile slip Cooperate in putting on slip Identify back from front of Identify back from front of Put slip on if handed and put on HYGIENE cont. laid ready GIRLS ONLY conto Pick up Child Can: Dressing 39. 紫 32. 35. 31. છું 8

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Chi	Child Con:	Mam Tit	meV tir tad	Mam Tit TieU	msV tit tad	Mam Tit Dat
70°	Put on slip correctly with verbal direction					
红。	Put on slip correctly and independently_					
12,	Cooperate in putting on a dress	×				
173	Put on a dress if handed garment					
• 1 11	Pick up and put on a dress from a pile of clothing laid ready					
45.	Identify back from front of a dress					
16.	Put on a drass correctly with verbal directions					
47.	Put on a dress correctly and independently					
148	Fasten a dress which zips in front					×
49.	Fasten a dress which buttons in front					
50.	Fasten a dress which zips in back					
51.	Fasten a dress which buttons in back					
52.	Fasten a side zipper	-				Ì
53.	Fasten belt in front					
5/1.	Tie sash in back					

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. Drae	Dressing cont.	e		e	Э
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55.	Choose clothing suitable for the occasion	•			
ķ	Put on and fasten foundation garment independently				
57.	Put on and fasten long stockings correctly				
FOR	FOR BOYS ONLY				
58.	Put on shirt correctly with verbal direction				
59	Button shirt correctly down the front				
8	Button cuffs of long-sleeved shirt				
61,	Cooperate in putting on trousers				
62,					
63.	Fasten trousers at waist				
64.	Zip trousers				
65.					
``			  -		

Fasten belt

Put on tie

П PERSONA Chi 69. FOF 689 NAME

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NAL HYGIENE cont.			a aprincip ( Aprincip )	1 b	
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hild Can:		Name Titl Date	Meme Titi Date	Nome Titl Date	MeM Titl Date
3. Knot tie correctly					
9. Match coat and trousers of a suit correctly					
OR BOTH SEXES					
0. Cooperate in putting on socks	×				
. Pull up sock that has been put over toes	×				
2. Put on sock if handed to him	×				
3. Pick up and put on sock	×				
				×	
Put on socks correctl				×	
	$\times$				
7. Put on shoes with verbal direction	×				
78. Put shoe on correct foot independently	X				
9. Pull laces tight in shoe					
30. Cross laces to begin tie					
31. Tie simple knot					1
32. Tie bow knot	and the second second				

h76	<del>}ず</del>	6 6 6 6 75	sme Litil Stel Litil Stel Litil Litil Stel Stel Litil Stel Stel	×	×	×	×	×	X	X	×		X				×
7	·	EATING AND TABLE SKILLS	Child Can:	1. Find place at table	2. Sit down at table with help	3. Sit down at table without help	4. Sit quietly for part of meal with supervision	5. Sit quietly for all of meal with surervision	6. Sit quietly for all of meal	7. Can feed self somehow	8. Eat food only with fingers	9. Eat some foods with fingers	10. Eat without undue persuasion	11. Eat only soft foods	12. Chew food partially	13. Chew food well	11. Eat only a few foods

TOTAL	91 91 91 91 91 91 91	msW tiT tsQ tiT tsQ tiT tsQ tiT nsW			×	×	×						× ,	×	×	· · · · · · · · · · · · · · · · · · ·		<b>L</b>
	EATING AND TABLE SKILLS cont.	Child Can:	15. Eat most foods	16. Eat whatever is offered	17. Use spoon with help	) (	noods	19. Use fork	20. Use knife for spreading	21. Use knife for cutting	Some what ash 177	23. Drink from cup with help	24. Drink from cup alone	25. Drink from glass		22. Heave Italyani on 22.	er. The maphin with holf	23. Use napkin when remindad

A

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Date May, 1967 9LtiT Name Stark Date Title SmeN Date eitiT ымви Date ⊖ LtiT emsN Date Sept  $\times$ Mame Staff Rated by: juicy food conversation eating independently eating with reminder platter of improper noises  $^{0}$  $^{\mathrm{of}}$ silverware and pass dish cakes, and pass bowl cont eating with dry food table pass cookies on cereal SKILLS syrup on hot appropriate appropriate and plate of  $^{\rm of}$ TABLE self EATING AND Can: Child 48. 43. 45. 160 50. 42. 146.  $\mathcal{C}$ 

NAME

Dete May Ane Start Date eltiT **SmeN** Name Name In IT.

Date Mon II Date Name Date Sont 1964 Name Stark Title Rated by: residence school. emou morf routine activities school <del>ر</del>ا. زن other children mer.j resilence devices group act villes school ळ †; inappropriate reason for crying school adul ts unwanted by family when left to own going from 2 Cries with no observable reason crying t0 point where returning Appears to feel unwanted by by gc:ng evening unwanted explain reason for during dapressed when depressed when пo in the feel to feel ADJUS THENT depressed qebresseq depressed depressed ဍ halted. \$ ADJUSTI.ENT Daydreams Appears Appears Seems PSYCHOLOGICAL Child; SELF 13. 12° δ 10. 3  $\boldsymbol{\omega}$ 

NAME

III

		p70				<u> </u>
CHOLO(	CHOLOGICAL ADJUSTMENT cont.					1/12 1-1-10
Self.	Self-Adjustment cont.		e [2	STS	<u>г</u>	en e It Met
Cnild:			nsN fiT Ds	nsN fiT sq	Nai Ti Ba	
14.	Giggles when nothing seems funny to observer	×				
15.	Does not explain what is funny when he giggles	×				
16.	Giggles when obviously hurt	×		2 2 3 4 4 4 4		i
- 1	Uses foul words to get attention	×			•	, 
18.	Curses others to show anger					×
19.	Curses to express frustration					×
20.	Purposely injures self by biting parts of body	×				
, d	ing clothes	×				(
22.	ing					
23.		×				
ਜ਼ੋ ਹੋ	Seeks protection from adults					
25.	Seeks affection from adults					

NAME III,

		<u> </u>				198
CHOL	CHOLOGICAL ADJUSTMENT cont.			AND STATE	A ST WA	# ## #
HOM	HOME ADJUSTMENT	275	(A)	<u>ښ</u>	9	ots.
Child:		Neme TiiT	sme N Itil Otte	Name Tyrr Date	Nam e Titl Date	Name Titi Date
• {	Expresses fear of father					
∧.	Expresses fear of mother					
74	Expresses fear of other family member			<u></u>		
· -	fear of nunishment at					
ф •	fear that naments Wi					
•	mis-behavior at school					
9	Is homesick and cries to go home	$\times$				
7.	Is earer to so home, but does not cry					×
• a	•		· ·			
, c	F					×
,	מת למי מפינים ביייים	1				

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NAME

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LATI HOME GEO JAPAS GUEN Etad emeN News Ska ty. Bethan hildre, with hostile intent group but does not participate Rejects frantly approach of other child pl.ay plży accepted by others in informal play Avoids other children in informal rejected by others in informal away from others to hurs younger children a conversation Takes food away from others to play with others Initiates conversation to animal Carls to taking PSYCHOLOGICAL ADJUSTMENT the contract Take: playr'til Can carry on SOCIAL ADJUSTMENT Remains near Sh. 13. 12, الله الله الله ထိ ď, 5

	1901	4 CAMERICAN		1757	2901 1701
TCHOLOGICAL ADJUSTENT TO 1.	4045	Can ablak il ' Ref (d) - ga pris -	CONTRACTOR	Ung	West.
SOCIAL ADJUSTMENT .ort.		Deir L. C. Kom	New Serve New New New New New New New New New Ne	Nerra Nerra Derra	D°. = I·.i Newe
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C. Seyth Reflixes a section of the					
So Is eagan for reasontion from alulta				×	
လွှ				·	
ne goko probodinin from adalti					

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YCHOLOGICAL ADJUSTMENT cont.	:A:					ナチ <sup>で</sup>
SOCIAL ADJUSTMENT cont.	seg p	Θ.	9	<u>.</u>	Θ.	€.
Child:	j.g.H	Name Titi Date	Name Liti Date	Name Titi Date	Name Titl Date	Neme TitT Date
29. Seeks to play with child of same sex						
30. Seeks to play with child of cpposite sex						
31. Argues when he does not get his own way						
32. Is courteous to adults						
33. Is considerate of other children						
अ. Enjoys "rough" play						
35. Cooperates for reward						$\times$
36. Cooperates for praise						X
37. Joins peers in common cause						•
38. Shows strong self-assertion						
39. Is self-confident (less self-assertive)					,	
40. Tattles			o de la composição de la c			
41. Knows honesty, but is not always honest			on Persona			

7.70	150 174 150		Nam Tit Tat Tat Tat Tat Tat Tat Tat Tat Tat Ta			×	×						ma en entracco	
	PSYCHOLOGICAL ADJUSTMENT cont.	C. SOCIAL ADJUSTMENT cont.	Child:	42. Shows self-control	43. Bites nails	।।।। Has a short attention span	45. Is noisy	46. Is developing a sense of humor	if. Understands the meaning of responsibility	Respects the rights of others		51. Settles arguments quietly with help	Settles arguments quietly with	Understands and fol

	T T					7
SYCHOI	PSYCHOLOGICAL ADJUSTMENT cont.	·				161 11 II
g. SOC	SOCIAL ADJUSTMENT cont.	q pe	6	e	e	6
Gh:	Child:	omeN TitiT etaC	emsN 141T etsO	omsN LtiT etsQ	o msN LjiT ejsQ	Name Tit <u>i</u> Date
55.	Understands and follows simple directions					
8	Can make suggestions					
57.	Is aware of time but ignores it					
58.	Asks "Why"					
59	Sees the fallibility of adults					
.09	Has limited reasoning ability					×
61 °	Lacks judgement					×
62,						
63.	. Can anticipate					×
·†9	. Is indecisive					
65.	• Can make decisions					
•99	. Can initiate a game or play with another child					
67.	Is punctual					

298		017 <sub>0</sub>						×	
			MeM TiT JeQ						
			Name Trt Ted						
	ماهی و مدیر و مدیر محمد کا ایک تا محمد را ایک در	6.3	meN tit Tit						
		91	oue N Lit Teo						Ę,
	PSYCHOLOGICAL ADJUSTMENT cont.	SOCIAL ADJUSTMENT cont.		68. Shows sex antagoning	Gives encouragement to thers	Seels nested for things well done	Te selfaconsaions		
	PSYCHOL(	G. SOC	Ghild.	68.	60,	 <u>,</u> E	0 1	72.	74.
NAME	III.								

Date May 1967 × Hame Statf Date Name Title Date 911iT e me N Date Name Title Date Post. × × Asme Ptotal  $\times$ Rated by: Stand up without help from sitting position Waik holding hand (another person's) Creep in homolateral pattern Crawl in homolateral pattern Creep in homologous pattern Crawl in homologous pattern Walk holding to furniture without support Creep in cross pattern Crawl in cross pattern Creep in any fashion Crawl in any fashion Stand with support DEVELOPMENT Stand Child Can: MOBILITY PHYSICAL

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176	チロチ フザ ナチ <sup>で</sup>	97. 91. 91. 91. 91. 91. 91.	Nem Tit Nem Ti		* 45 Just 1 ding X	Automorphism Services	Sidewark X	X draw up w deas	without help	th help	(hoth feet on each step)	U		מנין יָּסָאּ יִּ	of steps with a railing	Climb a flight of steps without using ralling		<b>→</b>
~	PHYSICAL DEVELOPMENT	ITY	Can;	נוסף אינימות (וסף הרדימות) נומות אינימות ווסף הרדימות	HELK LOLLOHLING HOLES	Walk along the to but	alone ,	Walk down step with	Walk down step without help.	Climb steps with help	Climb stens (both fe	organia (mitto	Climb steps (one took on cook	Climb steps by wall without	Climb flight of steps with a r	Climb a flight of st	Walk up remp	
E	FHYSICAL D	A. MOBILITY	Child Can:					17.	ထိ က	19,			ਹ	· 55.	23.	ਾਂਹ	25.	`

Rated by:  Same Sept 14th  Name  Weme  Weme  State  Name  State  State  State  Weme  State  S	××										\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
SICAL DEVELOPMENT MOBILITY  Child Sans		28. Climb down ladder 99. Welk forward on command	Walk backward or	31. Turn head from side to side	52. Turn head to right side on commani	33. Turn head to left side on command	34. Nod head forward on command	35. Nod head backward on command	36. Move arm(s) to right	37. Move arm(s) to left	38. Move arm(s) up	zo More arm(s) down

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						176
CAL	SICAL DEVELOPMENT		A			14 × 41 1000 P
MOBILITY	LTY at	ө 1 <del>1</del> _ өт	em 514 64.	em elt eti	ema e[t] etc etc	enre 141e 148 A
Child Can:			ĮĮ.	T.T	ŧΤ	ŧΤ >
ें भ	Clap hands (on command)					< ;
	my the street the			i i		×
, <del>†</del>	Ciep nance to the same					×
라.	Stamp foot (on command)					
45.	Stamp foct to rhythm					>
115.	Jump (get both feet off floor)					<
, ,						
45。	Broad Jump					
<u>l</u> f6,	Hop on one foot					
1.7	Hon on ei ther foot					
<u>.</u>	(T-0					
<u>1</u> 48°	Hop (alternating lest)					
19•	Gallop		_			
50	Skip		_		<u> </u>	
兄.	Slide					
r C	Run with help					
, נ						

NAME.

IV.

					1901
PHYSICAL DEVELOPMENT:					Kn     SOCI
B. Physical Skills	e) 9 [:	: Te	<u> </u>	₽ <b>7</b> 9	<u> </u>
Child Can:	MeW Tit	neV Tit	Nen T.T.	Nai Ti Da	Nev Ti Da
9. Kick a ball	-				
10. Walk a balance(4,) beam for 3 feet	_	-			
11. Walk a balance(4,) beam for 6 feet		_			
	_				
	, , , , , , , , , , , , , , , , , , , ,				×
	-				×
14. Squat	-				×
Do standing pash-up	-				×
lified situp (noid leef down wher	-		<u> </u>		X
17. Climb	-	-	_		
(Horizontal Bars)					×
18. Boy's pull-up	+	-	-		
19. Girl's puil-up	-	-		4	-

NAME IV.

NAME IV.

÷mel/ 81£0 emen Name FiliT e:te**d** Float in prone position and regain standing position Rathed Lara Wate around shallow end of pool withent help Glide in prone position using flutter kick Turn head to breath in rhythmi. patisin Stand in comer of post without adult Stand in sorner of pool with adult Expel breath under water Float in prone position Held breath under water Submerge head in water Be relaxed in pool Pat face in waiter Flutter Kin PHYSICAL DEVELOPMENT: Child Can: SWIMMING 18. 19. 16, 15, **ं** (।) स्प 10° æ

NAME

N.

	91 91 91 91 91	meN tad tad tad tad tad tad tad											
PHYSICAL DEVELOPMENT:	DAING C	Child Cen:	Dog paddle			FIORE OIL DACK ALL STREET COMMENCE	Complies arm while 198 Services	Combine arm and leg stroke, and	Change direction while swimming	Turn over without touching bottom			Standing dive
PHYSIC	G. SWIMMING	Chi	ຂີ	5.	6		<b>i</b>	• <del>†</del>	25.	26.	27.5	ĩ ĉ	8 8

IV.

### CHILD F

## DEVELOPMENTAL HISTORY

Child F, a boy, was born after eight months gestation and was in an air lock for two hours following his birth. He weighed four pounds three ounces. His seventeen year old mother had pre-eclampsia the last month.

F sat at one year, crawled at eighteen months, was put in a walker at three years of age. He was enrolled at Holladay Center in 1960 and came to the state school for the blind in 1962. He was still in a walker but was receiving physical therapy and efforts were being made to teach him to walk. By January his legs were strong enough that he could walk along and push himself. His social maturity seemed comparable to a two year old child. He did not relate to the program nor the children. He was noisy and disturbing. He had begun to walk a little alone by June but otherwise had made very few gains. He was rut in a special class the following year.

By the end of that year he was able to say "Hi" on entering the room and "I want something to play with." or "I want to play blocks." A special effort had gone into insisting on the "I" as a request not using "I" was ignored. He had a repetitive manner of playing blocks. He first put it in his mouth with both hands, then held it in his left and banged it on the left side of his head near the temple. then threw it over his left shoulder. He continued with each block until the box or shelf was empty. He could push himself in a large toy wagon by turning the back wheels with his hands. He could ride a toy horse and get off by falling; he could not get on by himself; he could sit in and rock a toy boat. He could walk a few steps alone but tripped over his own feet soon. He would cooperate with a toileting schedule but flushed the toilet and banged the lid constantly if left alone. He now could use fifteen or twenty phrases and simple sentences with meaning.

When F returned to school at the beginning of the next school year he lay on the floor idle and drooling or chewing the rug or the furniture. When given toys he put all of them through the same routine previously described in detail with blocks. He would not void in the toilet but often withheld feces and voided on the floor before he was dressed or dirtied his clothing soon. He was changed eight times in one day in spite of a schedule of being put on the toilet every one and one-half hours. About a month later he had grand mal seizure and improved somewhat. He had been on anticonvulsants medication since age three.



## MEDICAL

Diagnosis was spastic paraplegia, and organic brain syndrome 2° to prematurity. He had cortical blindness. Hearing could not be tested because he was uncooperative, and could not learn the conditioned response used with other children (See Appendix E-8)

On re-examination in August of 1966 the neurologist reported: "Neurologically the child's massive defects are becoming more apparent. He is more autistic in his behavior. While he does not show distinct organic deterioration as can be deduced from his neurologic exam, his overall behavior has deteriorated." His conclusion was that he was not educable, that repeat of psychological testing be requested to verify the clinical evidence, and that institutionalization would probably be required. The psychological report confirmed the neurologists findings and the teacher's observations.

## PERSONAL HYGIENE

F made very little progress in self care. He could not perform any skills alone, but required adult help in all areas. He was somewhat quieter and more cooperative at home than at school as observed when staff members visited. We felt he used non cooperation to get attention at school. The staff members found it difficult to remain calm and serene with this child. The staff felt uncertain as to how much was physiological and how much a behavior problem. (D-C-2-F to D-C-15-F)

## EATING

F could feed himself with his hands. He shoved it in rapidly and did not chew. An adult sat with him and restrained him even if he had to be fed. He enjoyed his food and talked about items served although he might name them incorrectly. He made some progress but not in proportion to the effort expended in teaching him. (See D-C-16-F to D-C-19-F)

## PSYCHOLOGICAL ADJUSTMENT

F seemed much less happy at school than at home. He did not cry or ask to go home but if his parents were late coming for him on Friday he would sit by the door and cry quietly. He was always very happy to see them. He was jealous if his father gave attention to other children, as he did sometimes. His parents were very loving and understanding and F felt secure with them. Their over protection probably slowed his progress in walking but he seemed to progress in other ways better at home than at school. The Psychological report seems to uphold this.

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Whether this was fair to his siblings was a question for the parents to decide.

## OBJECT RECOGNITION

F could recognize a block, ball, spoon, cup, etc. He took little time to explore them, doing most of it by mouthing of objects and had a limited number of objects that he knew.

## CLASSROOM PERFORMANCE

F spent his time in the living situation since he did not seem to profit by any group activity and disrupted others. Many hours of staff and some volunteer time were spent on a one-to-one basis with F trying to establish acceptable habits. he was enthusiastic in his approach but seemed to learn very little. He was unable to learn a simple conditioned response so that a hearing evaluation could be made. (See E-8)

## RECOMMENDATION FOR PLACEMENT

The staff members felt that F was not making progress but was deteriorating. Also he was taking a disproportionate amount of staff time and disrupting the activities of the other children. For these reasons we asked for re-evaluation at the Medical School during the second summer. Supported by their reports we asked the parents to find some other situation for him.

# PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL August 16, 1966

F is an 11 year old blind boy referred for intellectual evaluation from the Oregon State School for the Blind where he has been enrolled since 1962. Recent neurological evaluation suggests the possibility of an active deteriorative process. Assessment of F's developmental level is requested to determine whether behavior deterioration also seems to have occurred since his last psychological evaluation on 1/26/65.

F was followed by the Speech and Hearing Department of the Crippled Children's Division from 1959 through 1963. Their reports indicate slight but steady intellectual growth in terms of verbal comprehension. At age 4 years F was said to have the verbal comprehension skills of a 20 month old child. At age 8 years he was estimated to have the verbal skills of a 3½ to 4 year old. According to a 1964 report of his teacher, F had made some slow progress in learning pre-school self-help tasks, would follow simple directions, repeat words on request, and participate in singing with other children.

At the time of his last evaluation in Child Psychiatry in 1965 F had reverted to spending most of the time by head banging, lying idly on the floor, chewing and throwing toys, failing to respond to simple commands. During that evaluation session, he was unable to name familiar objects, repeat his name or follow simple commands even when an attempt was made to use rewards to elicit any response. An estimate of his developmental level based on the Maxfield-Buchholz Scale of Social Maturity for the Blind places him at a social age of At that time, F's depressed level of functioning could not be accounted for by any known environmental or organic factors. It was recommended at that time that F might be taught simple self-help skills by use of food as a reward.

During the past  $l\frac{1}{2}$  years considerable attention has been devoted to attempting to shape simple physical responds, using food or toys as a reward, e.g. raising the hand in response to a tone. F seemed to have been unable to learn this skill even after several months. A change in medication for control of seizures seems to have resulted in fewer physical side effects although the teacher reports that his activity level seems higher. At the present time F must be continually supervised in a small group situation. He appears to be making no progress in learning simple developmental skills.

During this evaluation, F was continually active, chewing, banging his head or throwing objects presented to him. He was not able to say his name, point to hamed parts of his body, perform simple acts such as raising his arm, standing on command, or name familiar objects presented to him. did not speak except to say "car" near the end of the evaluation when he had been told they would leave soon in He would not walk alone for any distance, frequently leaning on his teacher's arm. The teacher reports that she sees no marked deterioration in his behavior since 1965. However, she emphasizes that there has been little or no progress during the last year even with the use of special teaching techniques. F has made no gains in use of language. His active and self injurious behavior have been more difficult to control in the school setting. The teacher's responses to the Maxfield-Buchholz Scale again indicate that F functions at a social age of about 2 years, essentially the same level These results and the behavior descriptions given as in 1965. by the teacher would indicate that F is functioning at a severly retarded level and that his ability to learn social or academic skills is very limited.

Because of his lack of progress in developmental skills, use of language, and his hyperactive and self-injurious behavior, the School for the Blind has decided that it is not feasible for F to remain in the program. The school has recommended to the parents that F be placed at Fairview.\* The D-29

parents, however, would prefer to keep F at home in Portland. In view of F's behavior patterns, as described by the teacher and observed during this evaluation, it does not seem likely that the parents will be able to adequately care for F as well as their 3 other children for any length of time. Involvement of a social worker or the family's minister in counseling the parents regarding placement at Fairview will be discussed with Mrs. R at the School for the Blind and with Dr. S in Peds Neurology.

\* Fairview is the Institution for the retarded in Oregon

Roberta Ray, M.S. Intern in Medical Psychology

Frederick H. Kanfer, Ph.D. Professor in Medical Psychology/bc

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WASHING	ING	eme iti ete	eme 1111: 918(	18me 11 tl 1948	lame Litla ete	Mame Titl Oste
Ch1]	Child Can:	л. I	I. N	r	נ	
-	Hold hands under water in basin	×				
¢	Rub hands together under water	×				
i n	Peach for soan and rub it on hands	×			,	
	The on water faucet	×				
Ļ	man of the followit					
, ,	TURN OIL Waver rance					
<b>o</b> t	Hash and rinse names  Dut hands on town in any fashion	×				
• (	rue maines on comer in any					
<b>Č</b>						
<b>o</b> *	COWE					,,,
10.	nd use					
11.	Wash hands it reminaed to do so					
12.	Wash hands without reminder					
13.	Wash and dry hands without reminder					

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BATHING	977	eme [t]e ete	eme Etli ete	ame itlë ets	ens elst
Ohill Cen:	eV iT	FT	T	T	
1. S:t in bathtub of water without fear	×				
i a	×				
HE ASID	×				
frag in being washed whil	×				
Help use weshelotk	×	-2			
	×				
				_	
1). The notice toward in designated place					

Clean tub after bathing

NAME		1961				
I. Personal	Hygiene cont.	7.7.02 7.7.02				
C. CARE	CARE OF TEETH	tead e It	eme elt. eti	eme ete	eme etai eta	eme 141e ete
Chi.]	Child Can:	meV	iΤ	F.L.	T	T
<b></b> 1	Cooperate in having teeth brushed	×	Ì			
જાં	Help brush teeth					
٠,٠	Spit out toothpaste and water					
<u></u>	Brush teeth independently					
1,5	Put toothpaste on brush adequately					
\ \d	Finse teeth and mouth independently					
2 (	Wesh toothbrush					
• a	Tasi occurrent					
o c	Ful too ono use the proper pro					
* ;	Fille Own cooking to the					
10.	Fut cap on too tupaste tube					
0 1 1						
12.	Care for teeth without veroal reminder					

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Mame Start Titin Date May Neme Title Oate emsV sttiT etaC etea Name Titig Date Sept 1964 Hame Loff Reted by: Blow nose when handed tissue or handkerchief Put used tissue in wastebasket Cooperate in shampoo of hair Shampoo hair independently Cooperate in wiping nose Help shampoo hair Help blow nose Help wipe nose Set hair style I. PERSONAL HYGIENE cont. Brush hair Part hair Comb hair CARE OF NOSE Child Can: Child Car: HAIR CARE Ŗ ผ่ 8 6. iņ **ાં** E

Name Litle Oate 子文文 emeV eltil Rated becar Get, use, and put away used tissue or handkerchief Cooperate in sitting on toilet seat for 5 minutes Cooperate in using toilet for urine (standing) Cooperate in using toilet for urine (sitting) Pull clothing up after use of toilet Cooperate in using toilet for bome to use toilet Get tissue from designated place Perform #8 quietly and quickly Unfasten snap on clothing Put handkershief in posket Pull slothing down Ask to use toilet Care of Mode cont. PERSONAL HYGIENE cont. Child Can: Child Can: TOILETING ď 6

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(<u>r</u>4

Dates Name Title etad Name Olati ered & J.BQ Date Neme Hitit Raped by: toilet while wearing sanitary equipment without (girls) Cooperate in wearing sanitary equipment STORTS and button or star Change sanitary equipment with help Zipper clothing (jeans or slacks) Fasten front button on jeans or Use toilst paper independently Use toilet paper when reminded Usa Soilet paper with hely Fasten front snap on jean. Fasten side zipper Univiton slothing SANITARY EQUIPMENT PERSONAL HYGIENE GOMET. Buckte belt Tolleting cont. problem Child Can: 3 လို 15 16. 4ml 14.7 C. ٠ ا

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Dete emeV eltiT Mame EttiT etad Date eihit emen wame Titit DataO Date Neme ettitT Rated by: period independently Wrap and place used pads in designated plan Change sanitary equipment independently Clean fingernails with nail brush Clean fingernails with file tip Clean toenails with nail brush emery board on fingernails Care for self during menstrual Clean to anails with file tip emery board on toenails Use nail clippers safely OF FINGER AND TOE NAILS Wash soiled elothing Sanitary Equipment cont. PERSONAL HYGIENE cont. Child Can: 'n

H

12. Unfasten and take off dress (front zipper)	dress (front	stened	9. Untile and take our shoes		shoes if untied or		off	6. Take off shirt	5. Take off shirt if unfastened	off	100000	off	2. Take off jeans or slacks (if unfastened)	1. Take off underpants		Sena elti elti elti ems eta ens ens ens esta ens etal	700		emsW  estad  estad  estad  estal  estal  estal  estal  estal	Asmed Salting Assertable Salting	underpants jeans or slacks (if unfastened) jeans or slacks independently T shirt shirt shirt shirt shoes if unfastened d take off shoes f dress (front buttons) n and take off dress (front zipper)
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ed.aQ entl ausn. Darte <u>etata</u> emsN GREN Date ed &a ela iT earen Recess by: pile on undershorts or panties if handed garment put on undershorts or panties from laid ready above the knee coat on hanger independently coat on hanger (with help) above feet faciliet or sweater coat on hook by armhole coat on hook by hood ्रेड**्र**ेड्र Hang jacket or coat on hock anyway sweater or up shorts or panties if panties if over) (slip Unsipper and take off up shorts or Take off buttoned sweater. Hang jacket or jacket or jacket or jacket or Pick up and | of clothing PERSONAL HYGIENE cont. Take off Take off Pull Child Caus Dressing 26° 27. र्भं 8 18° 19. Si Si 16. 5

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ONAL	SNAL HYGIENE cont.	J.J.				
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Child	Can;	Ne. Ti Da Li	ŢŢ	ŢŢ	ŗΙ	ī.T
82	Identify back from front of undershorts or panties					
8	Put on undershorts or panties correctly					
, (K	erste in nutting on undershir	X				
S						
۶۲.	641 more					
32.	Pick up and put on undershirt from pile of clothing laid ready					
7	Identify back from front of undershirt					
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it it	ייי בייייייייייייייייייייייייייייייייי					
35.	Put on undershirt correctly and independently					
FOR	GIRLS ONLY					
į į	Contract of the contract of th	,				
51.	Fut slip on il nanueu garmente					
38.	Pick up and put on slip from pile of clothing laid ready					
39	Identify back from front of slip	_				
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Date <u>e</u>ſţţŢ emsN Date Name Title Date Name eltiT Date Ti tle Name Date Titl<u>o</u> emsN :vd betaH clothing directions direction independently  $\mathbf{of}$ pile slip correctly and independently which buttons in front\_ dress which buttons in back dress correctly with verbal dress dress which zips in front dress which zips in back ಹ slip correctly with verbal garment dress from ಥ correctly and Identify back from front of if handed putting on Fasten belt in front side zipper ಹ on sash in back put dress a dress ERSONAL HYGIENE cont. Cooperate in Pick up and laid ready ಥ ಥ ಹ Dressing cont. Fasten Fasten Fasten Fasten Fasten Put on on Put on Child Can: 5

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PER	SONAL	PERSONAL HYGIENE cont.	17 T				
H.	Dres	Dressing cont.	e. e.	e T	eta	e_[4	
	Chil(	Child Can:	Tit Dat Man Tit Tad	msV fiT fsQ	Var T1-	Var Ti De	
	55.	Choose clothing suitable for the occasion					
	56.	Put on and fasten foundation garment independently					
	57.	Put on and fasten long stockings correctly	-				
	FOR	BOYS ONLY					
	58.	Put on shirt correctly with verbal direction					
	59.	Button shirt correctly down the front	,	·			
	8	Button suffs of long-sleeved shirt					
	61.	Cooperate in putting on trousers	×				
	62.	Put on trousers					
	63.	Fasten trousers at waist	-				7
	64.	Zip trousers		+			$\neg$
	65.	Put belt through belt loops					
	%	Fasten belt				-	
	.19	Put on tie		4			l l

Date Name Title Date Title Name etea elt iT Name Date T7fJ Dated  $\times$ emaN eltiT Rated by: suit correctly Put on socks correctly and independently Turn sock so heel is in correct position Pull up sock that has been put over toes. Put shoe on correct foot independently Put on shoes with verbal direction Cooperate in putting on shoes Cooperate in putting on socks ಥ Put on sock if handed to him Match coat and trousers of Cross laces to begin tie Pull laces tight in shoe Pick up and put on sock Mast tie correctly Tie simple knot Tie bow knot PERSONAL HYGIENE cont. FOR BOTH SEXES Dressing cont. Child Cen: 76° 72. 68,

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		51 F					
EATI	EATING AND TABLE SKILLS	<i>д</i> 25	e	<u>e</u> Ta	me tle te	me 6 6	
Chi1		Jr.1 Jed	neV fil fed	De. LT. Nei		F.J	
<b>•</b>	Find place at table						
ď	Sit down at table with help	×					
	aled timesthouse in the contract the contrac						
ķ	ı						
4.	Sit quietly for part of meal with supervision						
ņ	Sit quietly for all of meal with supervision						
9	Sit quietly for all of meal						
C		×					
•							
ထိ	Eat food only with fingers	;		_			
6	Eat some foods with fingers	×			_		$\overline{\cdot}$
10.	Eat without undue persuasion						1.
11	Eat only soft foods			_			1
0		$\times$	_				1
		_			_		ì
17.				un e pasial bee			Ü
14.	Est only a few foods						

D- C-16-F

NAME II.			#181°75		Control of the Contro		
A.	EATIN	EATING AND TABLE SKILLS cont.	156	e1		e_	
	Ch11c	Child Can:	Mamo Tit Jac	Nam Tit Dat	msV Tit teO	meV til tsQ	men trt ted
	15.	Eat most foods					
	16.	Eat whatever is offered	×				
	17.	Use spoon with help	×				
	- B						
	19.	Use fork					
	20.	Use knife for spreading					
	ਹ	Use knife for cutting					
	83	Use fork edge for cutting					
	2,4	Drink from cup with help					
	ה ה ה		×				
	2,7,		×		_		
	7 %						
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EATIN	EATING AND TABLE SKILLS cont.	9 Te Fe	:J. <del>0</del>	ETS	ne frach te Teach	<del>г</del>
Child Can:		11.F	neN fiT fad	neV tiT tsQ		Ti. De
29.	Use napkin without reminder					
30.	Fold napkin			£		
, F	Rot without spilling on floor					
	The mathemater of the or er or the					
ž	Man will be a part title of the bank and the					
33.	Use bread or finger for pusher					
4.	Request seconds	×				
12	her for seconds quietly					
	MAR. 101 BOOMER TO THE PROPERTY OF THE PROPERT					
%	Wait quietly for service	AC. (1881)				
37.	Raise hand for service			_	;	
78.	Sav please			_	$\stackrel{\checkmark}{\downarrow}$	
2					×	
39.	Say thank you					
, ot	Maintain good posture	1				
	Wait natiently until excused					_
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	10001	Company Committee Committe	AV	
EATING AND TABLE SKILLS cont.	6 17 6 17 6 17 6 17	749 1476 1476	ame 1tle ste	eme etti eta
BA	e <b>V</b> tT	Ne.	T	T
Use appropriate table conversation				
Refrain from improper noises				
Wash after eating with help	×			
Wash after eating with reminder				
Wash after eating independently				
appropriate silverware	-			
Pass towl of cookies	+	-		
plate of dry food	+			
self and pass bowl of fruit		-		
Pour milk on cereal				
Pour syrup on hot cakes, etc.	+	+		
Serve self and pass dish of juicy food	+	-		-
Serve self and pass platter of meat		-		-

D-C-20-F

A. SELF ADJUSTMENT  A. SELF ADJUSTMENT  A. SELF ADJUSTMENT  A. SELF ADJUSTMENT  1. Serms depressed during group activations  2. Seems depressed when left to wan devines  3. Seems depressed when left to wan devines  4. Seems depressed when going to school from home  5. Seems depressed when going to school from home  7. Gries with no observable reason  8. Can explain reason for crying  9. Gives inappropriate reason for crying  10. Appears to feel unwanted by demily  11. Appears to feel unwanted by adults at school  12. Daydreams to the point where routine activities  are halted.	Name Shart Iger Iger Iger Iger Iger Iger Iger Iger	•			*			×	<b>×</b>			
	Ratus by:	Seems depressed during group activi	Seems depressed when left to own	Seems depressed in	Seems depressed on returning to school from	Seems depressed when going to school from	Seems depressed when going from residence to	Criss with no observable reason		Appears to feel unwanted by adults at	Appears to feel unwanted by other	Daydreams are halted

Date Ti tle emsN Date ett fl əmsN Date Liti emen Date E LT II Name Name Sherr Title Date Cont. X × Rated by: parts of body giggles hard seems funny to observer Purposely injures self by tearing vlothes head þе Does not explain what is funny when by banging Purposely injures self by biting get attention Curses to express frustration protection from adults Saaks affection from adults show anger Giggles when obviously hurt Purposely injures self PSYCHOLOGICAL ADJUSTMENT cont. Giggles when nothing ₽ P Carras others to Throws tantrum? Uses foul words SalfaAdjustment cont. Saeks Child: तंत 25. 23. ಸ 225 19. 200 स्य 150 16. 14.

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III.

Nam e OtaiT Neme TitT ⊕tsO Name Titlë Oate Ad Setal X Ash SmeW Rated by: Expresses fear that parents will punish for mis-behavior at school Displays little emotion about visits home Is well adjusted to school-home changes Is eager to go home, but does not cry other family member punishment at home go home Is homesick and cries to Expresses fear of mother father PSYCHOLOGICAL ADJUSTMENT cont. Expresses fear of Expresses fear of Expresses fear of HOME ADJUSTMENT Child: 6 œ 5 9 તં

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Date

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eted emeN Date Litle Vame Date Name Titlë Date Name Titie Topy etac × × X litle :Vd bedaR Approaches other children with hostile intent group but does not participate other child play. informal play in informal play informal from others Tries to hurt younger children a conversation of Takes food away from others in Tries to play with others in approach turns Avoids other children Initiates conversation others accepted by others playthings away cont. to animals Objects to taking Rejects friendly PSYCHOLOGICAL ADJUSTMENT rejected by Can carry on Remains near SOCIAL ADJUSTMENT cruel Child: 13. 12. 10. ထံ **%** ņ

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LTFI 🛎 e ms V Dave Name Title %taα eureN Date elatT × Titio Name State × Reted betaH something for which he hy guother questions asked by another shild some other children to play with child of either sex eager for recognition from adults by adults certain adult certain child some adults Uses nonsense and made up words or ill child or phrases said protection from adults acceptance from peers questions asked ADJUSTMENT cont. Shows affection for affection for expects punishment done ಹ ಥ about absent SOCIAL ADJUSTMENT cont. dislikes dislikes Denies having Repeats words Says he Says he Answers Seeks Seeks PSYCHOLOGICAL Is तं 25° 88 င်္ဂ လ 23° 16. 18° 19° 20° 젃

otsQeltiT emeN Date Title ⊖msN Osto etatt Name Date <u>elut</u> Name Date × Asme Staff \*Vd DetaA honest opposite sex self-assertive) his own way Sex always Same other children ge t self-assertion cause of o F not child play with child (less gues when he does not ដូន adults praise common reward HOLOGICAL ADJUSTMENT cont. but play play with self-confident of SOCIAL ADJUSTMENT cont. \$ for Knows honesty, for considerate Enjoys "rough" strong sourteous peers Cooperates Cooperates ţ <u>2</u>. Tattles Shows Seeks Seeks 8 H Is Child: 10. 38. 39. 35° 36. <del>3</del>2° 다 30° 8 К, PSYC

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III.	PSYCHOLO	PSYCHOLOGICAL ADJUSTMENT cont.	150					
	C. SOCIA	SOCIAL ADJUSTMENT cont.	<u>-9</u> [1	rje we		өш _ө <b>і</b> т. _ өт.	me tte etr	
	Child:	d:	usN LLT	18N	Ne.	TI	tΤ	
	1.2.	Shows self-control	_	_	_			
	, N	office acid						
	42•	Divide Harry	_					
	14.	Has a short attention span	-	-				
	45.	Is noisy	×	_	-			
	7	Ts developing a sense of humor		_				
. 4	• • •							
	1.7	Understands the meaning of tesp		_				
	148.	Respects the rights of others	+	+	+			
	19.	Respects the feelings of others	+	_	-			
	: G			_		_		1
	٠ ١				100 grupri 1000		_	
	51.				ausere / fr		ألمة والأناءة والمستعدد	
	52.	Settles arguments quietly without help	+	$\downarrow$	-	-		1
	53.	Is responsible for equipment	-	-				ì
	古	Understands and follows simple rules	-			-		1

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TOLOG	HOLOGICAL ADJUSTMENT cont.		استوادی این استوادی اس			
OCI	SOCIAL ADJUSTMENT cont.	<u></u> 유기	ė į	ŢĢŢ	eτ	e_T
Jhilds		Name Tit Date	Nem Titi Jet	Mam Tît Dat	meV tiT teQ	Nam Tit Dat
ဗ္ဗိ	Shows sex antagonism					
(	in the of the company of the state of the st					
, ,						
70.	Is beginning to select one or two intimate friends	1				
F	Seeks ampige for things well done					
• + )						
72,	Is self-conscious					
		_	-			
(20	Mnows right ifour widing					
74.	Can finish task or project "in spite of" frustration	HO HO				

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III.

Date Mark Mame Cacher Title Teacher Date ⊖LjiT Ивте Date Name Title Date Neme Efff Taggeta ( eitiT 77075 omon Rated by: Stand up without help from sitting position Walk holding hand (another person's) Creep in homolateral pattern Crawl in homolateral pattern Creep in homologous pattern Crawl in homologous pattern Walk holding to furniture without support Creep in cross pattern Crawl in cross pattern Creep in any fashion Crawl in any fashion Stand with support PHYSICAL DEVELOPMENT Stand Child Can: A. MOBILITY

		hab		الم مرسل المسيد		
SICAL	SICAL DEVELOPMENT	7 'F' F				
MOBILITY	LITY	95 e:	.Ţe	@To	_ <del>0</del> [7	<u> </u>
Child	Child Can:		nsN fiT faG	neN LLT Der	Nai Tî Da	Nai Ti
	Walk following wall					
ני	Well olons inside building	×				
16	Walt alone on sidewalk	×				
FO.	main dome sten with help	×				
• ) 1	Walk down stop mathout help					
· ο τ	MBIK GOWII S GOD II GOOG TOOLE	×				
19.	Climb steps with feet on each step)	×				
ဂို (	Climb steps (both recommend)					
ਹ	Climb steps (one root on each step)					
, KZ	Climb sueps by main mithal railing	×				
, K	otone with					
<b>.</b>	CIIMD & ILIBRICOL SUCPS BY WICH C	×				
67.	Walk up ramp	$\times$				
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IV. PHYSICAL DEVELOPMENT	A. MOBILITY	Child Can:	27. Climb up ladder	28. Climb down ladder	29, Walk forward on command		Ji. Turn nead irom side to sure	32. Turn head to right side on command	33. Turn head to left side on command	zl. Nod head forward on command		36. Move arm(s) to right	57. Move arm(s) to left	78. Move arm(s) up	

Eq.			1776			CHICAGO CONTRACTOR	
H	rsical.	PHYSICAL DEVELOPMENT	179	100, 94 St. 128 A	ercar page 18.16 pp		po a p 1933 i 1950 Portugues (September) por
A	MOBILITY		9 TA	40 10 10 10 10 10 10 10 10 10 10 10 10 10	 	THE TOTAL	E.T.S.
	Chil? Cen:		Ti.	New TI	TI	1.T	îT
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	,	Ayan (get both feet off floor)					
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	i.	Brown July					
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	<u>+</u>						
	<u>6</u>	Hop (alternating resu)					
	149	Gallop		_	_		
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Date emeN eltil X H = Counselet Rated by: Run without help but tenching another person Do 1 or more forward rolls Run freely cross pattern sdn-ysud ( Do (number ) st-up Walk slowly on command Run freely any pattern Run fast on command Do backward roll Bowies a ball Throw a ball PHYSICAL DEVELOPMENT: Do (number Do (number Climb rope PHYSICAL SKILLS A. MOBILITY 57. 55. χ. •

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eltrr ettr etsq - meN \_e≎#a**⊄** emsN SitiT etsO Rated betaR Do modified sit-up (hold feet down under bars) Walk a balance(4" beam for 6 feet Walk a balance(4,") beam for 8 feet Walk a balance(4) beam for 3 feet Do standing push-up Rise up on toes Girl's puil-up Boy's pull-up (Horizontal Bars) PHYSICAL DEVELOPMENT: Physical Skills Kick a ball (Stall hars) Squat 17. Climb Child Cap: 18, 19. 16. 15. C1 . 0 E

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IV.

etaa Name Title etaQ Neme Title ejad Neme Name Title Data Mame Staff Title Date Reted by: Sit on edge of large pool with fest in water Play with water toys in splash pool Play What Time Is It, Mr. Fox? Enter large pool without help Sit in splash pool and play Play in splash pool (small) Enter large pool with help Skin-the-cat Play London Bridge Play Simon Says PHYSICAL DEVELOPMENT: Physical Skills Stunt: Stunt Child Can: SWIMMING (Games) <u>ਬ</u>. तंत 22° 23° 80% • Ŗ ູດໍ

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ed&Q 94.eQ FIFTE C News Littl Neure Livitë eittiT eiteQ e me N position श्युष्ट हिस्केस्र standing pool without help Glide in prone position using flutter kick to breath in rhythmic pattern in sorner of post without adult regain with adult Float in prone position and Wate around shallow and of Expel breath under Water Float in prone position Hold breath under water pocl Summerge head in water Stand in corner of relaxed in pool Put face in water Plutier kick HYSICAL DEVELOPMENT: Turn head Child Can: Stand SWIMMING Ве 18. 16。 150 120 13° φ, 10° œ

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SICAL	SICAL DEVELOPMENT.	رور در	مرابع مرابع المرابع ا				
SWI MAIN:		ENERGY PROMISE (A) ASS (C) A	uray a	ا و المنطقة ال المنطقة المنطقة br>المنطقة المنطقة	9. T.		
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### CHILD G

# DEVELOPMENTAL HISTORY

Child G, a girl, born prematurely, weighed two and one-half pounds. She has an older brother and two older sisters, one of them also born prematurely, who is blind. Four pregnancies before G's birth terminated in miscarriage or the infant's death. G's mother says she had abdominal cramps and an unwell feeling all during her pregnancy with G. Partial placenta separation caused bleeding for eighteen hours before birth of the child.

G was in oxygen in an incubator for sixty days. After she was brought home her mother says she moved very little and did not seem to care if she was held or left along. At six months of age she did not respond to visual stimulation, did not hold her head up and had almost no balance. She sat alone at one year and crawled at two years. She was fitted with short leg braces at two years eight months but did not walk much until between three and four years of age. The social worker reports that between one and three years of age, G screamed almost steadily day and night. Her mother reports many nightmares and dreams.

G attended a regular nursery school for one year, the Jewish Community Center Preschool for two years, a special preschool for the visually handicapped, and a special program for children with language disorders for a year. This group used a combination of methods from Cruikshank, Kephart, and Montessori. The following year she entered the demonstration program at the Oregon School for the Blind.

## MEDICAL

G was seen at the Cerebral Palsy Clinic at the University of Oregon Medical School on February 8, 1962, where diagnosis of mild athetosis was made. Her visual problem was optic atrophy and cataract probably from prematurity with possible cerebral damage; probable in utero mal development. Hearing was normal. G had had one convulsion and at one and one-half years when she had a fever of 105° had been on medication for seizure control since that time. Examination in 1964 showed cerebral palsy, central nervous defect, speech defect, malocclusion of the upper teeth, an abnormal EEG.

Psychological examination showed G had an I.Q. estimated to be in the 50 to 60 range. It was very difficult to understand her speech. On the Maxfield, Buchholz Scale of Social Maturity she received an estimated social quotient of 56. A second evaluation in 1967 showed G functioning at about the same rate of development as before. Her major difficulty being her poor speech which makes communication difficult and D-31



is frustrating to her.

G received speech therapy for articulation defect in 1966 and 1967.

## PERSONAL HYGIENE

G made good progress in self care habits. She had been carefully trained at home, was well motivated, and improved steadily. Much of her difficulty came from poor coordination but she practiced a great deal. She was one child who had to be restrained from brushing her teeth six times per day! She had some difficulty with buttons and snaps. She needed to be reminded to slow down and finish dressing before leaving her room.

## PHYSICAL DEVELOPMENT

G improved physically in many ways. When she first came she stopped every few steps to touch the ground or side-walk; sometimes even the floor inside the building. When this habit was broken she walked more normally until toward the end of the program she developed very poor posture. She had had a habit of keeping her head down and our frequent reminders to hold her head up resulted in an odd position of the neck. Also she broke the habit of running off the path suddenly and learned to get around the school campus independently. She learned a number of exercises and overcame her fear of the swimming pool although she had not yet learned to swim by the end of the program. (See Appendix D-C-29-G to D-C-37-G)

#### EATING

G made good progress in eating. In the beginning she would not stay in her chair, or even in the dining room, but learned to do so and wait to be excused. Also at first she spilled so much food that it covered an area of three or four feet around her chair and the table had to be mopped up several times during the meal. By the end of the program she was spilling only a little beside her plate. She ate most foods. (See Appendix D-C-16-G to D-C-19-G)

## PSYCHOLOGICAL ADJUSTMENT

G was quite well adjusted after the first strangeness of being away from home for the first time. She was quite aggressive and annoyed the other children by touching them often, which habit she learned to control quite well. She becomes frustrated by her inability to speak clearly and resorts to physical action to express it. Fortunately she is very persistent and willing to practice acquiring skills.



She works well for reward and for praise. She is eager for peer approval as well as that of adults. At first she was afraid of many things, animals, swings, the swimming pool, etc., but she has now become willing to try new experiences. She likes to tease and tries to manipulate others but will stop such behavior with good grace when she meets firm control. She has improved in self-control.

## OBJECT RECOGNITION

G does not recognize objects well. If she can use her vision she does quite well, but she lacks tactual skills. She may have some lack of fine discrimination because of her cerebral palsy, or it may be partly the lack of finger skill. She is increasing this knowledge slowly. Because she is well motivated she does better than if her attitude was poor.

## CLASSROOM PERFORMANCE

Because of G's severe speech and fine coordination problems she made slow progress in the classroom. She worked hard and showed improvement in large motor activity and social skill. She continued to work with Montessori materials and to develop pre-reading skills. Unless she can develop a good degree of fine discrimination, braille skills will be too difficult. G enjoys listening to stories and seems to understand well.

## RECOMMENDATION FOR PLACEMENT

G will need special help in speech and motor development. She should be in as normal a group as possible, but since she cannot do the academic work, will probably have to be in a special class. She should have intensive physical therapy, speech therapy and occupational therapy if at all possible. We felt she should be in a summer program so that she will not lose time until school begins again. The staff members all agreed that she had made good progress. Her parents also were well pleased with the gains she had made.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL January 24, 1967

G is a partically sighted child who was referred for an intellectual evaluation by the Oregon School for the Blind. It is reported that she is slowly losing her remaining vision due to cataract.

When the examiner met G in the waiting room she verbally greeted him, but was hesitant about coming with him. Finally, she took hold of the examiner's hand and followed him in her hunched-over lurching gait. G was able to respond to simple



questions posed by the examiner. However, when she was asked to repeat a response because of her poor speech, she became quite hesitant to speak. During the session G habitually kept her head down most of the time as if looking at the table or floor. This made it even more difficult to understand her speech. During the session G seemed to speak more clearly when saying numbers or asking questions (i.e., Is it time to go now?) than when answering questions. seemed to need considerable reinforcement to respond freely. Immediate praise for things she did well or for attempting difficult items increased her attention and willingness to respond, but did not increase the intelligibility of her speech. G had an adequate attention span and was not particularly restless. However, when something would catch her eye she would get up from her chair and investigate. example, at one point she noted an unbrella standing in the corner, went and got it, explored it, dropped it, picked it up, and returned it to its place before coming back to her chair.

On the verbal items of the Stanford-Binet, G achieved at about the 5 year 2 month level. However, this must be considered as a rough estimate because of the difficulty in understanding her speech. It is probable that an appropriate I.Q. estimate would be in the 50 to 60 range. This is the same level at which she was functioning two years ago and indicates that she has continued to learn at about the same rate as measured by the test.

On the Maxfield-Buchholz Scale of Social Maturity for the blind, with Mrs. R as informant, G obtained a social age of 5 years 7 months. This results in the estimated social quotient of 56 which is consistent with the findings on the Binet and suggests that G is generally functioning in the mildly retarded range.

It is reported by the school that over the past two years, G has shown an increased interest in doing things, a greater willingness to work independently, verbalizes more with some improvement in her speech, and is now able to go on her own around the school campus.

In summary G is presently functioning in the mildly retarded range and has been able to maintain her past rate of development. Her major difficulty is her poor speech which is frustrating for her and makes communication difficult.

Russell Jackson, MS. Frederick H. Kanfer, Ph.D. Intern in Medical Psychology Professor of Medical Psychology/bc

7.781	108.	etti	N T T T T T T T T T T T T T T T T T T T	×	×	×	×	×	×	×	×	×	×	×	×	×
	PERSONAL HYGIENE	A. WASHING	Child Can:	1. Hold hands under water in basin	2. Rub hands together under water	3. Reach for soap and rub it on hands	Turn on wa	5. Turn off weter faucet	6. Wash and rinse hands						Wash hands without reminde	

JJ07	Serie Se	N T T T T T T T T T T T T T T T T T T T	X	×	×	×	×	×	\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\			X	×	
NAME STATE CONT.	A. WASHING	Child can:	14. Put towel (paper) in wastebasket			16. Wash part of tace mid:	17. Wash part of face with washeroun manueu min.	18. Wash whole face with washeloth handed him	19. Dip washeloth in water and wash face	20. Wring washeleth and wash	21. Wash neck	oo Wesh ears and area just behind ears		23. Wash arms

DateMeted 742 Semen elitiT etaa Name Eltit ng eted × X 14612 eman e IdiT etad New e Name, Sta Titi etal X  $\times$ X Rated by: adequately without direction Cooperate in being washed while in tub Put soiled towal in designated place Sit in bathtub of water without fear Piay in bathrub of water with toys Wash self independently in shower directions soap and washeloth Wash with help in shower Play in bathtub of water Clean tub after bathing Help dry whole of self Dry self independently self Wash self with verbal Help use washcloth Help dry part of PERSONAL HYGIENE cont. Wash self Help use Chili Can: BATHING 13° ۵, 10. 12. ά ŝ **.** Ċ 16

S		196				Z961
sonal	sonal Hygiene cont.					164.
CARE	CARE OF TEETH	o Iti	977 977	eme elai	eme elti ete	S eme eiti Neta
Chi.1	Child Can:	T	T	T	T	T T
	Gooperate in having teeth brushed	×				
ά ά	Help brush teeth	×				
א י וֹ	Snit out toothoaste and water	×				
•	Brish teeth independently	X				
į Li	Dot toothnests on brush adequately	×				
. ·	Dinse teeth and month independently	×				
, t	Wesh toothhmish	×				
<u>•</u> α	But toothhrush in proper place	×	1			4
5	Find own toothbrush	×				
, ,	Till our control tills					×
· 01	ruc cap on coordinate and the or of the coordinated of ace	×				
12.	•—	×				

		<b>मिग्ठा</b>			1961
RSONAL HYGIENE cont.		1			
Care of Mose cont.	beta 2 em elt	em em 614 614	em. eft.	emu ette ette	me Zer
Child Can:		eV Va	en ET	ĒΠ	$\Xi$
K. Put handkershief in pooket			_		X
Get transfer troil dest man 1 ans 11 1 ans 11 1 ans 11 1 ans 11 a					×
ssue or	+				×
9. Perform #8 quietly and quickly					
TOILETING					
Child Can:					
1. Coonstate in sitting on toilet seat for 5 minutes		~			
		·×			
		7			
Cooperate to the total of the mains					
S corred tor arrive		×			
5. Ask to use toilet					
6. Pull clothing down to use toilet	7			-	ci.
7. Pull clothing up after use of toilet					
		×			
our as con carak					

(E4

PER

NAME

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NAME			1961	Designation and Control of Control	5961 124		1951°
I. PERSONAI	PERSONAL HYGIENE FORE.	·Va taf	'Idə		בנון בשכי H		tut?
ून स्ट्रा	Tolleting conte		<u>5</u> 64	_ e1	em. Toliti	eur ett	eme Subj
Child	Cens	.sVI	BQ SVI	ŢŢ	ŢΤ	ŗΤ	ŀΤ
Ö	Habitton slothing				×		0
	The state of the s				×		
<u>.</u>	11 profit in the state of the s				×		
• •1 •1	FRSTer LYOLD SIGN ON Second OF STREETS				×		
od H	to a section of	-		Y			×
4-m <sup>2</sup>	Fasten side zippez and mercon er saaz	-					
	Buokle belt	+					
<u>ម</u>	uted the remain with help		×				
·	Opin solition payor and on wominded		×		·		
•9 <u>1</u>	Section and a section of the section		×				
	Use tollet paper independenty						
G. SA	SANITARY EQUIPMENT	-					
• ~~ <b>1</b>	Gooperate in wearing sanitary equipment	_					
ରୀ	Use toilet while wearing sanitary equipment without problem						
3.		$\dashv$					

NAME						
I. PE	RSONAL	PERSONAL HYGIENE cont.				
G		Sanitary Equipment cont.	977 eq eu 913	eu e I	e1 e1	me tie te
	Chil	Child Can:	Neu Ti De.	иеИ	De	
	4.	Change sanitary equipment independently				
	r,	Wrap and place used pads in designated place				
	9	Wash soiled clothing				
	7.	Care for self during menstrual period independently				
<b>j</b>		CARE OF FINGER AND TOE NAILS				
		Clean fingernails with nail brush				
	ณ๋	Clean toenails with nail brush				
	W,	Clean fingernails with file tip				
	4.	Clean toenails with file tip				
	ιζ	Use emery board on fingernails				
	•	Use emery board on toenails		_		
	7.	Use nail clippers safely				

WE.		<b>b</b>	·		59611			
PER	SONAL	PERSONAL HYGIENE cont.	计划		H			
H	DRESSING		me S	ente elti ete	eme Siti	eme ete ette	eme elti Jad	
	Chil <sup>2</sup>	Can:	s VI i T i Q	T	T	d	T	
	-	Take off underpants	×				0	
	ic	mole off despis or slacks (if unfastened)	×					
	i i	orr jours or elacks independer	×					
	<b>.</b>	oil Jeans of creed and	×					
	<b>†</b> •	Take off T shirt	>					
	5.	Take off shirt if unfastened	<b>\</b> :					
	°,	Take off shirt	×					
	t		×					-
	• ]	24000	×					T
	ထီ	Take off shoes if untied or stip on	>		-			
	6	Untie and take off shoes	;					
	10.	Take off dress if unfastened	X		7			
	11.	Unfasten and take off dress (front buttons)			×			Į.
	12.	Unfasten and take off dress (back buttons)	-		. ]			•
	13.	Unzipper and take off dress (front zipper)	_		×			1
	) [	Unzipper and take off dress (back zipper)			_	_		ï
	+							

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ME		h96	Company of the A	5961		
PERSONAL	HYCIENE whit.	+4 +40	NEW MELINIS	נון <sup>+</sup> פטכף {	an raine and an annual last an	grogery et 3A.
I. Dres	Dressing Same	75 4	(2) 19 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		9.10 6.4	### ##################################
Child	Call	Dat L. t Nau	mell T: De.t	nen jir jad	Nen Tr	De. LT.
ir.	Take off sitp	×				
	4. C.	×				
្ន	IBKe til brogger			×		
int C-	Take off chrional sweaker of the			×		
18.	Unsipper and take off facket if stearsi					ų ų
19.	Hang jacket or soat on hook anyway	×				
	) ;			×		
o C	91750			$\times$		
ដ	Hang					
22.	Hang jacket or coat on hanger (with help)					
0	Hans tacket or coat on hanger independently					
	month of months of the	×	. nyumitah taksi	a programme and the		
भीत	er cornwed to so love du TINA	×	a Modernama			
25°	Full up shorts or pantles in and	>				
26°	. Put on undershorts or panties if handed garment.	1				
. LZ	• Pick up and put on undershorts or panties from pile	×				
	TOTAL	•				

Date Name Title Date <u>eltil</u> eurej Date X Verme C etad e LttI өшвй Date Sept × × × X × X × Atal Statt × × Rated by: clothing Identify back from front of undershorts or panties Put on undershirt correctly with verbal direction clothing Put on undershirt correctly and independently ot Pick up and put on undershirt from pile laid ready Put on undershorts or panties correctly Identify back from front of undershirt of Put on undershirt if handed garment Pick up and put on slip from pile Cooperate in putting on undershirt Identify back from front of slip if handed garment Cooperate in putting on slip I. FERSONAL HYGIENE cont. Put slip on laid ready GIRLS ONLY Dressing cont. Child Can: FOR 39. **3**8° 36. 37. 33. 华 35. 83 31. 32. **е** 8

	5	カツウ		5761		201
NAL	HYGIENE cont.	升少		1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1		J+10
)res	ressing cont.	42 en 42 en	гө гт <u>ө</u>	17 eq 17 eq 20 3	ет 19	me S 11 <del>6</del> 14 <del>0</del>
child	Can:	ns <i>V</i> ffT	Dø.	TI	Ds	TI
0.0	Put on slip correctly with verbal direction	×				•
, -	Put on slip correctly and independently	×				
<u> </u>		×				
13.		×				
1	and put on a dres	×				
1	Thoutifu heek from front of a dress			×		
		*				
<u>.</u>	ಸ	×				
47.	dress correctly and			×		
148	IL	_	_			×
19。	Fasten a dress which buttons in front	-				
5	Fasten a dress which zips in back					
L.	ದ		_			
i Si						
76.						
23.	Fast		_			
54.	Tie sash in back					

NAME		<b>b</b>				198
I. PER	SONAL	PERSONAL HYGIENE cont.			Jaa	
Ĥ	Dressing	sing cont.	6 6 6		— ө Тө	ογ e
	Child	d Can:	Titi Date Name Viti Date	msN FrT JsO	msV tiT tsQ	t îT
	55.	Choose clothing suitable for the occasion				×
	\$	Put on and fasten foundation garment independently				
	57.	Put on and fasten long stockings correctly				
	FOR	BOYS ONLY		<u> </u>		
	28	Put on shirt correctly with verbal direction				
	53	Button shirt correctly down the front				
	99	Button suffs of long-sleaved shirt				
	61.	Cooperate in putting on trousers				
	62.	Put on trousers				
	63.	Fasten trousers at waist				
	64.	Zip trousers				
	65.					
	99	Fasten belt				
	67.	Fut on tie				

Date e tttl e me l et.e Name Titl<del>o</del> Date Aug elt iT 77012 emen Name Eitie Tas etal × X  $\times$ N**a**me Title Rated by: suit correctly is in correct position Put on socks correctly and independently toes Put shoe on correct foot independently Pull up sock that has been put over Put on shoes with verbal direction Cooperate in putting on shoes Cooperate in putting on socks ದ Put on sock if handed to him Match coat and trousers of Pull laces tight in shoe Cross laces to begin tie Pick up and put on sock Turn sock so heel Knot tie correctly Tie simple knot Tie bow knot RSONAL HYGIENE cont. FOR BOTH SEXES Dressing cont. Child Can: 75. 76. . T. 72. 73. 70. 68. 69

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NAME

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		-		<u>-</u>		
$\neg$			h 951	5961		<u> </u>
, '		JŦ	-7			1/2
EATI	EATING AND TABLE SKILLS		<u> </u>	75 e	<u> </u>	
Child	Can:	Neme [11]	Vame Titi Dat	471	meV til tac	nsN 3.1.1 7.8C
,	Find place at table	×				S
• (	Cit Jones of tohio with help	<u>×</u>				
Ň	סות מחשו מה המדים יד היי ביי ביי ביי ביי ביי ביי ביי ביי ביי	×				
'n.	ł			×		
4.	Sit quietly for part of meal we th supervision		-			×
5	Sit quietly for all of meal with supervision	+	+			
•	Sit quietly for all of meal		$\frac{1}{1}$	1		
c	modem self somehow	×				
•	The part is a second of the pa	_				
ф ф	Eat food only with fingers	+				
6	Est some foods with fingers	X		1		
, ,	<b>6</b>	×				
•						
11.	Eat only soft foods	-	-	-		
12.	Chew food partially	<del>* </del>				
13.	Chew food well	$\dashv$	_	_		
} -						
14.	Est only a rew loods				•	

II°

			•	_	•	•	_
		h9b		5761			
	:.fq	1'74 <del>15</del> '4		tots			
SATIN	SATING AND TABLE SKILLS cont	<b>3</b> 0	Je_	بر از از از کا از از انجا	<u>9</u> [:		
Child	Can:		msV Tit TsQ	mak tiT tad	nsk Hil HeQ	Nen TîT Det	
15.	Est most foods	×					
16.	Rat whatever is offered	×					<del></del>
• ) (	1	×					i,
T.(•	of rain in the noots as n	>					
18.	Use spoon independently	<		;			-
19.	Arol esu			×			<u> </u>
ć	Hee brife for spreading						h
ָ ני							
ਹ	Use knife for cutting						<u> </u>
22.	Use fork edge for cutting						
V.	Drink from cup with help						-
) T		×		,			1
तं	Drink Irom cup alone	. >				41	
25.	Drink from glass	<					1
26.	Leave паркіп оп			× +			1
20	Ted neigh neigh	_		×			<del></del> ;
<u>.</u>				×			
က္ဆုံ	Use napkin when reminded			 			ļ

EATI	EATING AND TABLE SKILLS cont.	- F 45 :Vd be	p961 7003	4-13 Table 1-12		1981140W
	Child Can:		Date Name Titl	etsO Name LitiT etsO	omsN TitiT OtsO	TITE
29.	Use napkin without reminder	×				l î
30.	Fold napkin	/		×		
31.	Eat without spilling on floor				*	×
32°	Eat without spilling on table					
33.	Use bread or finger for "pusher"					
34.	Request seconds	<del> </del>				
35.	Ask for seconds quietly					×
36.	Wait quietly for service	The state of the s				*
37.	Raise hand for service					×
38.	Say please	×				
39.	Say thank you	$\stackrel{\times}{+}$				
40°,	Maintain good posture					
4.	Wait patiently until excused					×

43 BQ ET47L Name Date \_e.[†±Ţ Neme' Date Sara Vitir et.aa etatl эшеИ Date SemeN eltiT Rated by: going to school from residence. schoel. sahool from home Daydreams to the point where routine activities going thom residence to Appears to feel unwanted by adults at school Appears to feel unwanted by other children own devices Seini depressed during group activities Gives inappropriate reason for crying unwanted by family ද Cries with no observable reason Can explain reason for crying dapressed when left to on returning depressed in evening depressed when depressed when Appears to feel PSYCHOLOGICAL ADJUSTMENT depressed are halted. SELF ADJUSTMENT Child: 13. 12. ů 10. 5 3

NAME

III.

9		1951	5781			
Y CHOLO	YCHOLOGICAL ADJUSTMENT sont.	Fre	17 m	negantyrt sjolet pragert sij 1862-8 pregert sij 1862-8		
Salt	Sali-Adjustment cont.	Set.	A et		rre fre rre	rte rus
Child:		eN iT ed	ŢŢ.	7.L	fΤ	ŗΤ
14.	Giggles when nothing seems funny to observer	×				
15.	Does not explain what is funny when he giggles					
16.	Giggles when obviously hurt					
17.	Uses foul words to get attention			!	ì	
اسا با	Care as others to show anger				,	
10.	Curses to express frustiation	eminental manual ma			!	1
, 6	Duranced w in intres self by biting parts of body		• •			
3 6	self by tearing slothes					
1	Solf Per handi					
	Purposely injures sell of cambrus	×				
	Seeks protection ifour adults		×			
3						

(		<u>-</u>				
P		590				191
HOL(	HOLOGICAL ADJUSTMENT cont.					
HOM	HOME ADJUSTMENT	8	ө.	<u> </u>		ชฟ e •t 75 €
Child:		Name Titl Date	Mame IttI Date	Meme I da I Pate	Nam Tit Dat	TIF
* !	Expresses fear of father					
o	Throses four of mother					
, ,	Expresses roar of other family member	,				
ر د	EALIFESSES 1641 OF CAROL FORTH OF HOMB					
<b>†</b>	Expresses lear of putilishmens as from					
r,	Expresses fear that parents will punish for mis-behavior at school					
4	Ts homesick and cries to go home					3
, ,	To come to an home hut does not cry	×				
• .	Is eager to go mone, on about wisits home					
ညီ သ	S II ture emotion about					×
<u>,</u>	Is well adjusted to school shows crange					

- निव्यक्त - निव्यक्त	Titi Date Name Titl Date										X	ŕ		×	×
म्भा विष्य	Tetle. Neme Neme					×	×	×	×	×					
PSYCHOLOGICAL ADJUSTMENT cont.	SUCIAL ADJUSIMENT	1. Approaches other children with hostile intent	2. Rejects friendly approach of other child	3. Tries to hurt younger children	4. Is cruel to animals	5. Objects to taking turns	6. Takes playthings away from others	7. Takes food away from others	8. Tries to play with others		Is accepted by others in informal	Remains near group but does not p	Avoids other children in informa	Can carry on a conversati	Initiates conver

III.

cont.  is asked by another in asked by adults  r phrases said by an it.  for some adults  for some adults  for some adults  if or seme other child  is a certain child  is a certain adult  is a certain adult  is a certain adult  is a certain adult  or if on from adult  ie from peers  on from adults  it benild of either	7301 Total	ottie Otel Neme Ttit Oste Neme	×	×	×		×	×	×				×	×	×	×
	CAL ADJUSTMENT cont.	cont.	que tions asked by another shild	questions asked by	?. Repeats words or phrases said	18. Uses nonserve and made-up words		Shows affection for some other	21. Asks abont absent or ill child	he dislikes a certain chi	Says he dislikes a	Deries having done something fexpects punishment	eager for recognition from	Se	Seeks protection from	Seeks to play with chi

NAME\_\_\_\_\_III.

	C		<u>h</u>		57		Z	
SS	CHOLO	PSYCHOLOGICAL ADJUSTMENT cont.	7517 77		J-J-2		151th	<del></del>
ဗီ	SOCI	SOCIAL ADJUSTMENT cont.	4) ]	(3), F		e	e7	
	Child:		Meme If IT	Mame Tito Date	Meme IttT eteQ	MeW TitT Date	Mem. Tit.	
	89°	Seeks to play with child of same sex			×			
	Š	Seeks to play with child of opposite sex						
	K	Argues when he does not get his own way			×			<del></del>
	32°	Is courtsous to adults	×					
	33.	Is sonsiderate of other children					×	
	*	Enjoys "rough" play					×	
	35°	tes for					×	
	%	Cooperates for praise					×	
	37.						×	
	38	Shows strong self-assertion	×					
	39.	Is self-confident (less self-assertive)					×	
	10.	Tattles					×	
	<b>中</b>	Knows honesty, but is not always honest						
				-	-			

Q		pop			77
'Y CHOLO					
SOCI	SOCIAL ADJUSTMENT cont.	105			50/7 e 975e
Child:	.tsA	LTF.	Date Name Titi Date	Nemo Tit: Date	TTF
42.	Shows self-control	-			
43.	Bites nails				
+	Has a short attention span	X			
45.	Is noisy	×			
146.	Is developing a sense of humor	•		out houses ( a	×
17.					×
48.	Respects the rights of others				
19.	Respects the feelings of others		,		×
8	Recognizes the abilities of others				
<u>.</u>	Settles arguments quietly with help		er de al de Atleman		×
52.	Settles arguments quietly without help		-ue •		
53.	Is responsible for equipment				
古	Understands and follows simple rules				$\times$

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O				516		7
CHOLO(	CCHOLOGICAL ADJUSTMENT cont.	Ħ		JJ r		161 V
SOCI	SOCIAL ADJUSTMENT cont.	PIG PIG PPA	مرابع الماع المرابع المرابع المواع المواع المواع المواع الم المواع المواع الم المواع المواع المواع المواع الم المواع المواع المواع المواع المواع المواع الم وم الم المواع الم وم الم الم و الم الم و الم الم و الم اص اص الم و اص اص اص اص اص اص اص اص اص اص اص اص اص		<u>e</u> T	
Child:		Name	Nem T.t. Tet	Nem Tit	Nan Jir Jat	&TI.
55°	Understands and follows simple directions	U		X		
, %	Can make suggestions			X		
57.	Is aware of time but ignores it			×		
28	Asks "Why"					
, o	Sees the fallibility of adults					×
60,	Has limited reasoning ability					×
61.	Lacks judgement					×
629	Is concerned only with the immediate			v		
67°	Can anticipate	×				
40	Is indecisive					
65.	Can make decisions					×
999	Can initiate a game or play with another child		,			×
67.	unctual					

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III. PSY

	ŋ		Fi				
ΥSΥ	CHOLO	SYCHOLOGICAL ADJUSTMENT cont.	1617 F				161 t
•	SOCI	SOCIAL ADJUSTMENT cont.	e,	6,		ë.	eys?
	Child:		əmaN İjî∏ Ə <b>jaO</b>	Neme Titl Date	Nem∈ Tîtî Date	meN [+iT =+ad	Nam Tit Tad
	68.	Shows sex antagonism				٨	
	69	Gives encouragement to thers					×
	20.	Is heginning to select one or two intimate friends					×
		done	$\times$				
	4 6						
	יט אל	Knows right from Wrong	$\times$				
	, t	Can finish task or project "in spite of" frustration					$\times$

	5			-97). -184	
IYS I CAI	INSICAL DEVELOPMENT	J-10		6116 1000	
MOB	MOBILITY	975 e	7 <del>9</del> T	— <sub>е</sub> т өт Дэт	:J <del>Q</del>
Child	Can:	msN tiT	MeM Tit Jed	Nem Tit Dat Mem Tit	msV tiT tad
,	Crawl in any fashion			×	
, (				ana sara da ana sa	
Ň	Crawl in nomorogous parcein				
3.	Crawl in homolateral pattern				
4.	Crawl in cross pattern	_		×	
. u	in one fo				
Ç	ordept in any recition.				-
•	Creep in homologous pattern				
7.	Greep in homolateral pattern				
- α				×	
•					
6	Stand with support	<del> </del>			<u> </u>
("	Stand without support	×			
: :	•	×			
• 11	Station of the control of the contro	×			
12,	Walk holding hand (another person's)	<u>{</u>	_	<del> </del>	
13.	Walk holding to furniture	<b>&lt;</b>			

				,	•	•
9		hn	***			195 10
TYSI CAL	INSICAL DEVELOPMENT	b1 7				חיות שכני ב
MOBILITY	CITY Sed	पंग्ह	ΘŢ		9 ]	0 √ e 7 <u>F</u> e T
Chil	Child Can:	Titi Date	Name Titl Date	Mame Titi Date	Mame TitI tau	MeM JiT Jad
	Walk following wall	-				×
15.	Walk alone inside building	*				
16.		*				
17.		×				
18.	Welk down step without help	×				
10.	Climb steps with help	×				
·	Climb steps (both feet on each step)				ď	
27.	steps (one foot on each	×				
88	Climb steps by wall without an	×				
23.	Climb flight of steps with a 1	×				
200		×				
25.	Walk up ramp	×		ō		
26.	Walk down ramp	$\times$				
					•	

(					
0					190
SICAL	SICAL DEVELOPMENT				
MOBILITY	ITY	e	e		DON (
Chil	Child Can:	Name Ste Mame Titl	ote Name Litl Titl ote Oate	Neme Lili eted	
27.	Climb up ladder				×
28.	Climb down ladder	-7-			×
39	Walk forward on command				×
30	Walk backward on command	_			×
, t	Turn head from side to side	o i			×
72.	Turn head to right side on command				×
33.	Turn head to left side on command				×
, <del>1</del> 2	Nod head forward on command				×
35.	Nod head backward on command				×
, %	Move arm(s) to right				×
37.	Move arm(s) to left				×
, K	Move arm(s) up				×
30.	Моче агт (s) down				$\times$
) \					

NAME\_ IV.

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		) <u>'</u>	Nem Tit Jet													
		Brancher (*) (C) e la	men Tit Tet													
		<u></u> 9.7	meN TîT Ted						V.S							
	<b>: .</b> •	<b>ିପ</b> ୍ତର	.reA													
	PHYSICAL DEVELOPMENT	ALL.	Cens	Olar han 1- (on commond)	Olap har is the ribythm	Stans foot (on commend)	Stamp for to rhythm	Jump (get hoth feet off floor)	Broad framp	Hop on east fort	Hop on si ther foct	Hop (alternating feet)	Gallop	Sklp	Siiie	Run with help
Q	HYSICAL I	A. MOBILITY	Chill Can:	° C									19.			
~	P.	≪4														

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مرامل	W G	Nem÷ [†i] oted	×	×		×	×		;	×		×				×	×	
	⊜.	Name Titl Date																
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	8	ame Ijtl Dete Dete																
S & CO	i i ei	Ret	person															
5	PHYSICAL DEVELOPMENT:	MOBILITY	Run without help but touching another						PHYSICAL SKILLS	Do l or more forward rolls			Do (number	To (number )	oron dati			
	eysi cal		53.	វ ក៏	ָל עַ	, 7 <sub>2</sub>	2 6	•		1.	ď	K	°	, ,	, ,	1 0	<u>.</u> 0	ò
NAME	IV. PE	<b>A</b> •							æ									

S		Antonio de la composició de la composici	or companies stated as	**************************************	273
PHYSICAL DEVELOPMENT:	man state control	THE EAST STATE	a algebraia de de de la calcidada de la calcid		האירן בשכף
B. Physical Skills d	e (	erren OT	Em: Sun al 		Term
Child Cane	TitT TitT Ted	rit. Det	nsn 727 ast	New Tre Det	Det.
o. Kiek a ball					×
10 Wells a beleased his beam for 3 feet	-				
The state of the s					
WALE SE CELEMICE (4) COOM TOL SE LOS					
12. Walk a balance(4) beam tor o ree					
(Stall Pars)					×
					×
					×
16 no modified with (hold feet down under bars)					×
	9				×
(Horizontal Bars)					
18. Boy's pull-up					
າດ ເຂົ້າສີ 1 ຮຸກນໍາ ໄພນກຸ				, - 5	×

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PHY	SICAL D	PHYSICAL DEVELOPMENT:	抄		7 '		
œ •	Physica	Physical Skills	45°		MY 6		
	Child Can:		MeN (JiT	Name Tit Tat	Titl	at.I.	ome N Str Str Str
	20. 5	Stunt: Skin-the-cat					•
	21. S	Stunt	o S				
	(Games)						
	22. P.	Play London Bridge					
	23. F	Flay Sîmon Says					
	24. P	Play What Time Is It, Mr. Fox?					
<b>ູ້</b>	SWIMMING	NG					
	1. Pl	Play in splash pool (small)	×				
	2. Si	Sit in splash pool and play	×				
	3. Pi	Play with water toys in splash pool	×				
	l <sub>1</sub> . En	Enter large pool with help			×		1
		Enter large pool without help		3 781		×	recentiane de d
		Sit on edge of large pool with fest in water		·		$\times$	She restant of

NAME.

ewen Rated Lyrs Float in prone position and regain standing position Wate around shallow end of pool without help Turn head to breath in rhythmie pateern posl without adult pool with adult Expel breath under water Hold breath under water Float in prone position Submerge head in water corner of orner of Be relaxed in pool Put fass, in water PHYSICAL DEVELOPMENT: Flutius kick Stand in Stand in Child Can: SWIMMING 16, 18. 양 13. 10°

Glide in prone position using flutter kick

19.

NAME

IV.

	5	EXTENSION OF SERVICE O		(1)	
PEYSICA	PEYSICAL DEVELOPMENT:		age age age a	ob springer	
C. SWIMMING	i i i i i i i i i i i i i i i i i i i	Company Com	100 000 000 000 000 000 000 000 000 000	44, 44 44, 44	
Chil		Tari Data Data Data	News News	Detri	
63	Dog paddle			Y	
អ	Buth alout				
Ċţ	Float on bank and regain standing position				1
: 2	Comits arm and ing stroke in prome position				
ส์	Jondine am and leg stroke, and rhythmie breathing				
is a	Change its eften while swimming				
শ্ব	Tun uves withert touting bottom				
6	Jump into stallow end of pool				
83	Jump into deep and, level off and swim				
62	Standing dive				

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FINAL REPORT

Project No. D-071

Grant No. 32-47-0000-1007

## **VOLUME III**

## DEVELOPMENT OF A RESIDENTIAL EDUCATION PROGRAM FOR

## EMOTIONALLY DEPRIVED PSEUDO-RETARDED BLIND CHILDREN

May 1967

Amended April 1, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE OFFICE OF EDUCATION

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U. S. Department of HEALTH, EDUCATION, AND WELFARE

Office of Education Bureau of Research



# CHILD H

## DEVELOPMENTAL HISTORY

Child H, the second born of girl twins, was one and one-half months premature. The mother went into labour while on a bus trip so that the babies were delivered by a strange doctor. Both twins were given oxygen in an incubator for about six weeks. H weighed three pounds, two ounces at birth.

H's mother seemed emotionally unstable and disturbed when she described the twin's birth and subsequent development. She cried frequently and it was difficult to get a coherent account of H's development. She said that H cried and banged her head repeatedly until she had surgery for congestive glaucoma.

Family relationships were strained. The parents several times rejected offers of counselling. There were two sisters older than the twins. It seemed to have a stronger relation—ship with her older that the strainst than her parents. When she first came to school she of the asked for one of them instead of her mother. She rarely mentioned her father.

H and her twin sister attended kindergarten for two years. Special arrangements were made for H to work with the kinder-garten teacher one summer also. H started public school but was unable to continue there. She entered the Oregon State School for the Blind at age seven years ten months.

The teacher of the kindergarten class noted frequent periods of withdrawal and arranged that she have special attention from a volunteer since she seemed to respond best in a one-to-one situation. She was also given individual speech therapy. The therapist reported that she had no apparent misarticulation of any sounds, but a problem of language development and infantile speech. She had a language of her own used in her make-believe world inhabited by two good and one bad characters. She lacked vocabulary to express herself adequately. Psychological consultation was recommended.

The psychologist recommended that H spend as much time as possible on a one-to-one basis with adults; that she be kept busy as much as possible; that temper tantrums be ignored unless disrupting the group, when she should be removed from the situation; and that she be approached in an indirect manner since a direct approach stimulated aggressiveness and/or withdrawal.

H made some progress but was withdrawn from the Oregon school and taken to California by her mother before completing the second year. She returned in 1964 and was admitted to the demonstration program.

D-35



## MEDICAL

Examination at the University of Oregon Medical School at the beginning of the demonstration program showed that H was blind because of Retrolental fibroplasia associated with prematurity; that she had no light perception; that she had a possible five per cent hearing loss; and had psychological character changes secondary to loss of vision. On the Stanford Binet (Form L-M) she received an estimated I.Q. of 60.

The summary of the psychological re-evaluation made in 1967 reads as follows: "In summary H is functioning in the mildly retarded range intellectually. It appears that, as measured by the Stanford-Binet she has been able to approximately maintain her past rate of development. Since some of her negative behaviors have disappeared, it is probable that emotional difficulties are not hindering her behavior to the extent they were in the past."

### PERSONAL HYGIENE

H does well with the simple self care skills. The staff members judged her competent except in hair care, some areas in buttoning, sanitary equipment and the care of nails. What does not show on the charts is that her habit of day dreaming interrupts these skills and she needs reminders to finish the job. She always seems able to go on from the point where she stopped without any confusion.

# PHYSICAL DEVELOPMENT

H made the greatest gains in exercise skills taught in structured situation but generally on a one-to-one basis. After learning them she was able to perform in a group with verbal instruction. Her coordination is only fair. She developed poor posture, lordosis, and was given special exercises but had not overcome the problem. She was afraid of the water in the beginning but sometimes was relaxed in the pool by the end of the program. (See D-C-29-H to D-C-37-H)

### EATING

Her table manners are generally good although she still spills some food around her plate. She accepts most foods readily. She was gaining too rapidly and has accepted a regulation of only one helping of foods without fuss or talking about it. She does eat quite rapidly, thus exhibiting a good appetite, since before denial of second helpings, she had dwadled over her food. (See D-C-16-H to D-C-19-H)

PSYCHOLOGICAL ADJUSTMENT





Except for her habit of withdrawal H does quite well in social interaction. The staff members felt that she maintained a rigid control of her actions and words as if obeying instructions to be "good". Once when given a choice she asked, "May I say No?" She does not go to sleep for many hours after going to bed. We have kept records and it is frequently two or three in the morning before she gets to sleep. She often screamed and told of nightmares at the beginning of the program. The last year she would often tell of funny dreams or "nice" dreams. Most of these seem to be waking dreams and occur before she goes to sleep. She no longer fears sacks or dreams about them since we found out from her sister that she had actually been tied up in a sack and left while playing with her sisters at home. We were able to work this through by talking about it first and then making situations in which H used a sack to hold fresh made popcorn, or packed a picnic lunch in a sack. Gradually she lost her fear of the word and will examine a burlap sack, the same kind of the one in which she was tied. The staff members felt that she could profit from psychological help. Staff members who had known her in the dormitory situation during her first years at school felt that she had made great improvement since that time.

## OBJECT RECOGNITION

H does very well with objects until they become very small when her lack of fine coordination seems to make it difficult. She is able to perceive minute differences in the shape of hand-size objects such as pop beads.

# CLASSROOM PERFORMANCE

H has an attitude of inattention in a group situation unless she is actively participating. She enjoys stories and dramatic play now, something she would not do at the beginning of school. Her memory is good as she recalls the exact words of a character in a story, she uses them appropriately and need not repeat a whole passage. She enjoys directing other children. She also enjoys both listening to and singing songs, especially the popular ones.

H has made little progress in reading and writing. She did learn to write her name and a few words which she could use in short sentences. Her ability to read these on flash cards was nil. She liked to spell orally and learned a few words. Her spoken grammer is good but she only knows that it "sounds right". Number concepts remained at first grade level. She enjoys music, has a nice voice, and can do some part singing. It must all be memory work as she does not read music.

During this time H learned to play a talking book machine and can be independent in listening.

D-37



# RECOMMENDATION FOR PLACEMENT

Because H had made improvement in interaction with her environment in the school-living situation we felt she should continue at the school for the blind. Because her skills in academics were so poor she would require special class placement with as much one-to-one instruction as possible. Psychological treatment seemed indicated.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL January 31, 1967

H was referred for an intellectual evaluation by the Oregon School for the Blind where she has been attending classes since 1961. According to the school's report H is generally pleasant and cooperative. However, her behavior can be variable and she does much better some days than others. It is reported she consistently does better in a one to one situation with an adult than in a group. She interacts with other children, but usually in a motherly or bossy manner. It is reported that H has become easier to manage, has fewer temper tantrums, is less withdrawn, and is doing a greater number of simple tasks (i.e., putting a record on the record player or writing her name in Braille). On the other hand, H habitually doesn to sleep until after midnight, has nightmares every night, can't completely dress herself upon request, and sits and thumps the table or floor with an object when there is nothing to do.

When the examiner entered the waiting room, H was standing at a table and did not acknowledge the examiner's presence until after being formally introduced. Then she reached out for the examiner, took his hand and followed him to his office.

Throughout the session H was pleasant and generally cooperative. She seemed at ease with the examiner and attempted
to respond to the demands made of her. H was able to carry
on an adequate conversation and when talking about things
at her level, she became quite verbal. For example, she was
able to tell about her mother and sisters being in California.

During the session H made no spontaneous attempt to explore her surroundings. She sat rather still at first, but before long she began yawning frequently and acting as though she were bored or tired. At one point, at the examiner's request, she stood up to stretch, and then explored the room long enough to find another chair to sit in.

On the Stanford-Binet (using only the verbal items), H achieved a mental age of 6 years and 10 months and an estimated IQ of 56. This is consistent with the previous estimate of 60 which she achieved in the 1965 evaluation. When D-38



reinforced for correctly doing the easier items, H seemed pleased and showed an increase in motivation. For example, when counting blocks into the examiner's hand she remained actively involved for a considerable length of time because of her success. It is important to note that as the items became more difficult, her answers never became inappropriate to the original question, even though they may not have been correct by the formal scoring. As the items became extremely difficult for her, H would start answering the question but never finish. For example, her response to one difficult question was "Because he..umm..umm...He didn't...a...

Because um...He didn't...umm..." H seems to have learned that this type of attempt is more socially acceptable than not responding at all.

At the 6 year level, H's basal level, she had no difficulty on any of the items. At the 7, 8, and 9 year levels only 4 items were done correctly and these were all more specific items requiring some experience and memory (i.e., repeating 5 digits, naming the days of the week, saying rhyming words, and defining vocabulary words). H had great difficulty with any kind of abstract reasoning task above the 6 year level.

In summary H is functioning in the mildly retarded range intellectually. It appears that, as measured by the Stanford-Binet she has been able to approximately maintain her past rate of development. Since some of her negative behaviors have dropped out, it is probable that emotional difficulties are not hindering her behavior to the extent they were in the past.

Russell Jackson, M.S. Intern in Medical Psychology

Frederick H. Kanfer, Ph.D. Professor in Medical Psychology/cw



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HANE									
(A)	ERSONAL	PERSONAL HYGIENE	:Va   					_	
4	A. WASHING		bet.	1111	emel [11] ete	fittl etel	ome LiiT Oiste	Name Titl Date	
	Child	Cent		L	i	.	.	1	ł
	H	Hold hands under water in basin	1	×					
		Rub hands together under water		×					•
	i	poor for even and rub it on hands		×					i
	٠ .	Research and and and and and and and and and and		×					į
	• 17	Turn on waver rauged		×					Ī
	'n	Turn off water rancet		×					Î
	•	Wash and rinse hands		×					
	-	Rub hands on towel in any fashion		×					
	<b>&amp;</b>	Dry hands on towal		< ×					
	6	Reach for towel		>					
	10.	Get towel and use		<  ·			-	-	1
	-	Wash hands if reminded to do so		$\times$			_	_	1
	• • • • • • • • • • • • • • • • • • • •			×					Ì
	<b>라</b>	Wash hand		×					
	13.	Wash and dry hands without reminder				***			

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	Wash ears and area just continue of	Week some and area just behind ear		תוח מסווכוס מו ביו וותכבי החודת		18. Wash whole face with washeloth handed him				14. Put towel (paper) in wastebasket	Child can:	•	ERSONAL HYGIENE cont.	H

H		775				795
ONAL	ONAL HIGIENE GOUT.	JJ 07				tots
BATHING	ING	ome olti Qeta	eme itle ate	eme ftla ete	eme elti ete	өтв ө1:4:1: Детв(
Chil	Child Can:	T	T	T	T	L
-	Sit in bathtub of water without fear	×			·	3
	Play in haththib of water	×				
j N	play in hathmih of water with toys	×				
<b>:</b> -	Grande in heire washed while in tub	×				
• • u		*				
e v	Tel and con and washeloth	×				
o c	merp use soap and manner of the stions	$\times$		,	·	
• (	Mash sell with veroat direction					×
ထိ (	some some sta					×
<b>5</b> , 6	wr dram mark					×
·01	independency	×				
÷ ;	Help ary part of self	×				
17.		×				
1.7.						X
15	Clean tub after bathing			_		

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	Personal Hygiene cont.	C. CARS OF TEETH	Child Can:	1. Cooperate in having teath brushed	2. Help brush teeth	5. Spit out toothpaste and water		5. Put toothpaste on brush adequately			8. Put toothbrush in proper place				Care for teeth without verbal remi

NAME	#16V +3		المساوية المساوية المساوية المساوية المساوية المساوية المساوية المساوية المساوية المساوية المساوية المساوية ا		<u> </u>
I. PERSONAL HYGIENE cont.	107				אנטאלי גע
D. HAIR CARE	red E E	611. 611	enr. e.t.t.	ott Ltle	е Т <del>1</del> Т
Child Can:	BM	tT De	ŗΤ	T	T >
1. Brush hair					4
					×
	-				
	×				
4. Cooperate in shampoo of hair	; ;				
5. Help shampon hair	×				
6. Shampoo hair independently					
7 Sat hair style					
E. CARE OF NOSE					
Child Can:	•				
1. Cooperate in wiping nose	X				
2. Help wipe nose	×				
	×				
	×			_	
	<u> </u>				
5. Put used tissue in was coursed					

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• 	PERSONA	PERSONAL HYGIENE cont.	H°			יהי בילו
	B. Care	Care of Mose cont.	75 eq	19 19 19	ne tle	ер Б Б Б Б Б Б Б Б Б Б Б Б Б Б Б Б Б Б Б
	Chi	Child Can:	VSI Lîl	Dar	LSN	ien it eq
	<b>9</b>	Put handkerchief in posket		•	_	×
	7.	Get tissue from designated place	×			
	- 60	Get use and put away used tissue or handkershief	<b>×</b>			
	6					×
	•					
	F. TOI	TOILETÍNG				
	Chi	Child Can:			· 	
	1.	Cooperate in sitting on toilet seat for 5 minutes	×			
	ď		×			
	<b>%</b>		×			
	4					
	. r.		×			
	, <b>,</b>		×			
	7.	Pull clothing up after use of to	×			
	ထိ		X			

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RESONAL	SRSONAL HYGIENE FORET.	オナ				
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Chi	Child Cans	Mem	New Tit Dat	man †‡T †äQ	MsM † iT Dæt	MeM TI <del>t</del> Det
6	Unbutton elothing	×				0
01	Zipper Clothing (Jeans or slacks)	×				
11		X				
12	Fasten front button on jesus or slacks (girls)	×				
*4 %	Fasten side zipper and button or snar	×				
1						
	Usa Soilat caper with bely	×				
16.	\$011.8t	×				•
17.	<b>to113</b> t	×				
	TANTE TO THE PARTY OF THE PARTY PART					
	Cooperate in Wearing sanitary equipment	×				
ณ้		×				
ĸ		×			_	

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Date May (167 Pt.42 emeN emaN eltiT etaC e lata STORM Date e lttT Name Date Lt fje Keme Rated by: Care for self during menstrual period independently Wrap and place used pads in designated place Change sanitary equipment independently Clean fingernails with nail brush Clean fingernails with file tip emery board on fingernails Clean toenails with nail brush Clean toenails with file tip Use emery board on toenails Use nail olippers safely OF FINGER AND TOE NAILS Wash soiled clothing Sanitary Equipment cont. PERSONAL HYGIENE cont. Child Can: 'n • ď •

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#	ONAL HYGIENE cont.	DRESSING	Child Can:	1. Take off underpants	2. Take off jeans or slacks (if unfaste	Take off	Take off		Take off	Take off	males of shoot if untiled or	Take oil sinces it micros of		Take oil uress in which constitutions in the constitution and take off dress	VILLES VOIL MILE CARD OFF Gross	Unitablem and take off dress	

There are a second start of the second secon	* *	*	× × >	rom pile
FERSONAL HYGIENE cont.  I. Dressing Child Caus.  15. Take off slip.  16. Take off sweater (slip over)  17. Take off buttoned sweater or jacket  18. Unsipper and take off jacket or sweater	19. Hang jacket or coat on hook anyway	21. Hang jasket or coat on hook by armhole 22. Hang jacket or coat on hanger (with help) 23. Hang jacket or coat on hanger independently	Pull up shorts or panties if aboveull up shorts or panties if above	25. Put on undershorts or panties if handed garment 27. Pick up and put on undershorts or panties from pile

Date May Name 5 eltil ets0 0141<u>0</u> eare Date Neme Title etaQ etttī eme oft emal X × × >< X × X Rated by: clothing Identify back from front of undershorts or panties Put on undershirt correctly with verbal direction clothing Put on undershirt correctly and independently of pile Put on undershorts or panties correctly undershirt slip from pile of Put on undershirt if handed garment put on undershirt from Cooperate in putting on undershirt slip garment Cooperate in putting on slip Identify back from front of Identify back from front of slip on if handed do put Pick up and I PERSONAL HYGIENE cont. Pick up and laid ready GIRLS ONLY Dressing cont. Child Can: 39. 38 FOR 33. 전. 32. が 35. 83 28. 8

NAME

1		1961				2961
NAL	)NAL HYGIENE cont.	Ho				
)res:	Tressing cont.	72 eu	ет ет	679	_ <u>⊌</u> ₹३	me \$\frac{1}{2}
Child	Cen:	18M F£T	Nai T. Da BU		Na. Ti Da	1.T
• O <del>1</del>	Put on slip correctly with verbal direction	X				
I	Put on slip correctly and independently	×				
2	Cooperate in putting on a dress	×				
113.	Put on a dress if handed garment	×				
* †	Pick up and put on a dress from a pile of clothing laid ready	<b>×</b>				
Ų	Identify hack from front of a dress					×
÷ ;	but on a duese correctly with verbal directions	×				
• of 1		×				
10	ui suis de ide acest	×				
• 0 1	diess and different tone	×				
47.	Transpand mattin ggalb					
Š	Fasten a dress which zips in back					
51.	Fasten a dress which buttons in back			e		
52	Fasten a side zipper	X				
23.	Fasten belt in front	_				×
7 7		_				
į	7					

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MANE						961
I. PER	RSONAL	PERSONAL HYGIENE cont.				1 J. D.
H		Drassing cont.	9 T	9		W e:
	Child	1 Can:	Han Jac Jac Man Jit Jac	meN itil teQ	meV J.I.T J.BQ	Nam Tit Dat
	55.	Choose clothing suitable for the occasion				×
	3	Put on and fasten foundation garment independently				
	57.	on and fasten long stocki		_		
	FOR	FOR BOYS ONLY				
	δ,	Put on shirt correctly with verbal direction		<u>,                                    </u>		
	59	Button shirt correctly down the front		_		
	60	Button suffs of long-sleeved shirt				
	61.	Cooperate in putting on trousers				
	69	Put on trousers				
	77	Tootoo tronsors at wist				
	02.					
	<del>1</del> 9	Zip trousers				
	65.	Put belt through belt loops				
	%	Fasten belt				
	67.	Put on tie				
	k					

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Date May Vame > e fitt et.e <u>ettij</u> eted ett it Date Name Title etad emaN eltiT Rated by: suit correctly is in correct position Put on socks correctly and independently sock that has been put over toes Put shoe on correct foot independently Put on shoes with verbal direction Cooperate in putting on shoes Cooperate in putting on socks sock if handed to him ಥ ot Cross laces to begin tie tight in shoe SOCK Match coat and trousers on Knot tie correctly Turn sock so heel simple knot Pick up and put Tie bow knot ONAL HYGIENE cont. laces FOR BOTH SEXES Dressing cont. Put on Child Can: **.**69 <del>,</del>

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			<i>51 17</i>			
EATI	EATING AND TABLE SKILLS	a bec	87	<u></u> e1	<b>9</b> 7	Ţ <del>©</del>
Chi.]	Child Can:		Date Vame Titl Otte	Veme [11] 546	MeM :#IT :#EC	Mam JiT JaC
H.	Find place at table	$\frac{\times}{1}$				IJ
<b>તે</b>	Sit down at table with help	$\times$				
K	Sit down at table without help	<u>×</u>				
• -	Sit aniative for nart of meal with supervision	×				
<del>1</del> u	מו	×				
; 4	date to the self of meal	×				
	food solf someho	×				
• α	# Cod 2007					
<b>.</b>	Rot some foods with fingers	×				
10.	Rat without undue persuasion	×				
, ,	Tot only soft foods					
• - - -						
17.		×				
÷;	Chew Iood	_				
; ;	Est only a few foods		-			

NAME II.

	7	
EATING AND TABLE SKILLS 30nto	6	
Child Can:	Name Liil	Vame Liti Oste Vame Vame
15. Eat most foods	×	
16. Eat whatever is offered	×	
17. Use spoon with help		
Use	×	T.1
ES ES	×	
		×
USE SALL SET		
25. Drink from cup with help		
24. Drink from cup alone	×	
25. Drink from glass	×	
	×	
		1
	×	

NAME

H		hoo				
		150				1 + Re
EATI	EATING AND TABLE SKILLS cont.	75 e	<u>-</u>	PT	<u> </u>	TG
Child	Can:	Date	Man JiT Jad	New Lif: Det	MsM JiT JaC	111
8	Use napkin without reminder	×				v
30.	Fold napkin	_				×
<u> </u>	Eat without spilling on floor	×				
32.	Eat without spilling on table					×
33.	Use bread or finger for "pusher"					×
4	Request seconds					
35.						
*	Wait quietly for service	X				
37.	Raise hand for service					
38.	Say please	×				
38	Say thank you	×				
40.	Maintain good posture					
4.	Wait patiently until excused	×				

NAME

$\mathcal{H}$	<u> </u>				Z96
EATING AND TABLE SKILLS cont.	मुक्ड मुख्ड	زدار المنطق المستوالي المدران المدران الم		9	7.7877 7.7875
	Name T11T	omaN ItiT etaU	Memen LiiT etad	emsN [jiT etaU	TTTI
42. Use appropriate table conversation					×
	×				
Wash after eating with	×	,			
	×				
	X				
					×
					×
Serve					×
Pour milk on ce					
Serve					
54. Serve self and pass platter of meat					

		700					
PSYCHC	PSYCHOLOGICAL ADJUSTMENT	40				THE SECOND STREET	
A. SE	SELF ADJUSTMENT	reg s	era	e_ra	tl e	e T.4 e T.4	
<b></b>	Child:	LEN	Nen Tît De	Ds. Li- Nsi	Dg	3	
۰ اا	. Seems depressed during group activities						
<b>c</b> 1	Seems dapressed when left to own devises	X					
74							
	Seems depressed						
ייני							
, 1	, . 						
ט כ	Creice with no observable reason	×					
· <b>-</b> 0							
υ (	van eaptain ieason toi						
, (	dives inappropriate reason for						
TO.	Appears to reel unwanted by	_					
ન	Appears to rect directed by other chil						
⊣ i∺i	12. Daydreams to the point where routine activities are halted.	$\times$			(		The second secon

NAME III.

Ti fJe Name Date Mame eltiT Date same N emaN EltiT etad Tale Septe × Ttots eman :vd betaA Purposely injures self by biting parts of body giggle seems funny to observer Purposely injures self by banging head hard Purposely injures self by tearing slothes wher: he get attention Does not explain what is funny express frustration\_ Seeks protection from adults Saeks affection from adults show anger Giggles when obviously hurt ADJUSTRIENT cont. Giggles when nothing 3 Cursas others to Uses foul words Throws tantrums conte Self-Adjustment Curses to PSYCHOLOGICAL Child: 25, तं ਹ ਹ સુ 8 18. 19. 150 16.

Date

III.

		p98				
CHOL	CHOLOGICAL ADJUSTMENT cont.			projection and		
HOM	HOME ADJUSTMENT	بالجيهاد شندي	<u> </u>	\$	<u> </u>	e7
Child:		Meme IttI Date	Name Titl Date	Neme Titt Date	Name Titl Date	emeN 131T 543Q
• ~-1	Expresses fear of father					
a	Krnresses fear of mother					
אנ	Expresses fear of other family member			,		
`						
	Expresses fear that parents will punish for					
. 4	mis-behavior at school					
0	Te segment to go home but does not cry	×				
• a	Displays little emotion about visits home					
6	Œ.					
•						

1	H			5951		295
SYCHOI	SYCHOLOGICAL ADJUSTMENT cont.	J	7 7	اردار مراجع		
. 30(	SOCIAL ADJUSTMENT		e_t:		_ <u>€</u> T1	₩ 919 75eu
Ch	Child:	Name Liti	meN tiT	Nen TT De-	Nar Tî Ba	TI
<b>-</b>	Approaches other shildren with hostile intent	_^				
તં	Rejects friendly approach of other child	_	_			
٠	Tries to hurt younger children	_				
η.						
r,						
\ \d						
,		_				
- 0		_		×		,
o (	Ifies to pray we at the control of the physical in inchance in inc	_				
, ;	To coonted hy others in informal play			×		
	Romeine neer aroun hut does not ne	X				
1 0	Active there shildren in informa	_				
, בר בר	Con commercial conversation	_		×		
• C = =						×
14.						

Deto a tatu Date oltiT Name Staff #144T #144F Reted by: something for which he an other Answers questions asked by another child Seeks to play with child of either sex some other children eager for recognition from adults adults Says he dislikes a certain adult Says he dislikes a certain child řî, some adults Uses nonsesse and made-up words child દકાવ Saeks protection from adults Seeks acceptance from peers phrases Asks about absent or ill Answers questions asked Shows affection for Shows affection for Denies having done expects punishment SOCIAL ADJUSTMENT cont. Repeats words or CCHOLOGICAL ADJUSTMENT . 28. 25. 86, तंत्र જું 8 18. 19° 15. 16.

83

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NAME		H.	p90		<u> </u>	79	Z77	-
III.		PSYCHOLOGICAL ADJUSTMENT cont.	アチ		H	51 °	7.7 M	
	c. 300	SOCIAL ADJUSTMENT cont.	275°C	( <del>4</del> )			e <sub>Ţ</sub>	
	GPF.	Child:	MeM H LT	Memorians Natronal Structure (1987) Andrews (1987)	Nam Titi Deti	Name Titi Date	Mem Tit Tad	
	83	Saeks to play with child of same sex			X			
	30.	Seeks to play with child of opposite sex				×		
	<i>₹</i> /	Argues when he does not get his own way						1
	32.		×					- 1
	33°	. Is considerate of other whildren	×	,				
	荥	Enjoys "rough" play						
	35.	Cooperates for			×			i
	*	Cooperates for praise			×			1
	<i>51</i> °	Joins peers in common cause						+
	38.	Shows strong self-assertion			×			
	39°	. Is self-confident (less self-assertive)					×	
	40.	• Tattles	-					4
	4.	. Knews honesty, but is not always honest						<b>_</b>

SYCHOLO	SYCHOLOGICAL ADJUSTMENT cont.		b1 'F			יה' ופי בנה
. Soci	SOCIAL ADJUSTMENT cont.		.e	<u>e</u> Ţ	<u>_</u> e_T	
Child:		JIT	MeM JiT Det	Mam TiT Dat	Mem Tit Det	1 <b>1</b> 1
112.	Shows self-control			-		×
77	Bites nails					
	Has a short attention span	×				
45	Is noisy					
7 9	Is developing a sense of humor					X
1,7	erstands the					×
ָּרְ אָרְ		_				×
o o	Respects the feelings of others					×
) G	Recornizes the abilities of others					×
ל נד	Sattles arguments quietly with help	_	_	and the state of t		×
÷ 2	Q		_			×
ָרָר קאָ	Is responsible for equipment					$\times$
<b>.</b>						×
į	orders cancer and control control	+				

775!	)-}-> -	# T	ted ted ted tet ted ted ted		×		×	X				X		×	×		
790	7.77	97.	Mean Jar Jac														
	IZO.	75°	meN JIT	×		×										•	
H	PSYCHOLOGICAL ADJUSTMENT cont.	SOCIAL ADJUSTMENT cont.	Child:	Understands and follows simple directions													
KAME	III. PSYCHO	c. so	5	55.	. 18 <sup>8</sup>	57.		, g	\$ 5	. 19 61.	8	63.	<b>.</b> 30	<b>3 3</b> 0	<b>,</b> 40	9	•

7751 71	614 64 64 64 64 64 64 64 64 64 64 64 64 64	Nau Nar TT Da	×	,	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	<b>X</b>	×	×	16 COMPA	
57.d 7.f.	75 a	areV	+		friends				-	of" frustiation
H PSYCHOLOGICAL ADJUSTMENT cont.	SOCIAL ADJUSTMENT cont.	1d.	68. Shows sex antagonism	Gives encouragement to cthers	Te hasinning to select one or two intimate		Seeks praise Ior ullugs were		Knows right from wrong	74. Can finish task or project "in spite of" fra
PSYCHOLO	c. soc	Child:	88	•69	5	Ž.	77.	72.	73.	如
NAME								۲۱ C	.28.	н

		H		795			
H	SICAI	PHYSICAL DEVELOPMENT	₩	900 617			
A.	1408]		<i>078</i>	<u>北。</u> む。	 6	<sub>₽1</sub>	<u>- е</u> т
	Chil	Child Can:	Mome Tttl	Neme	меИ Tit Jad	Mam TiT Jad	Nem Tit Tad
	٦.	Crawl in any fashion		_			
	o.	Grawl in homologous pattern		×			
	K						
	, <u>.</u>						
	L						
	; 4	Green in homologous pattern					
	7	Green in homolateral pattern					
	- &	Creep in cross pattern		×			
	6	Stand with support					
	19,	Stand without support	×				
	11.		×				
	12.	Walk holding hand (another person's)	X				
	13.	Walk holding to furniture	×				
	١.						

	#	pol				<u> </u>
IXSI CVT	HYSICAL DEVELOPMENT	77°	-"			b1 th
. MOBILITY	III.	75°	<u></u> ⊖Ţ		<u>`</u>	
Child	Child Can:	TIF	Tit	MeW Tit Dat	Nan Tit Dat	
Uı.	Walk following wall					×
<u>بر</u>	Walk alone inside building	×				·
14.	Walk alone on sidewalk	×				
17.	Walk down step with help	×				
, K	Walk down step without help	X		V		
	Climb stens with help	×				
19.	Climb stens (hoth feet on each step)	×				
<b>.</b> 5	T/A					×
i &	Climb steps by wall without another person's help	×				
92,	Climb flight of stens with a railing					×
ें दं	Climb a fitcht of stens without using railing					×
<b>4</b> K	Walk up ramp	×				
<b>*</b>	Walk down ramp	×				
}	אמדר מניים					

IV. PH

NAME

	- State Neme Neme Neme Neme Neme Neme Neme Ne	ensk eitit estac  ohac  lanek estat  ohac  ensk ensk	DEVELOPMENT  LITY  d Can:  Climb up ladder  Climb down ladder  Climb down ladder  The forward on command  Walk backward on command  Turn head from side to side  Turn head to right side on command  Turn head to left side on command  Wod head forward on command  Wod head forward on command  Wod head backward on command
door  ladder  d on command  rom side to side  o side to si	×		
ddesr  ladder  d on command  rd on command  rd on command  rd on command  rd on command  by:  ladder  reard  reard on command  citril  bote  citril  conserd  reard on command			
dder  dder  d on command  rom side to side  o side to side  rom side to side to side to side to side to side to side to side to side to si	×		
dder  ladder  d on command  rom side to side  rom side to side  rom side on command  o right side on command  o left side on command  o left side on command  o left side on command  collect side on command  collect side on command  o left side on command  collect side on command	×		
dder  ladder  d on command  rd on command  rd on command  rd on command  rd on command  rom side to side  b right side on command  b right side on command  c right side on	×		
dider  Indider  Indider  d on command  d on command  rd on command  oright side on command  oright side on command  A A A A A A A A A A A A A A A A A A A	×	<del> </del>	
don command  don command  don command  rd on command  rd on command  eltild  eltild  eltild  eltild  eltild  eltild  eltild  rom side to side  x x	×		Turn head to left side on comman
dder  in side to side  in command  d on command  d on command  eitil  enew  otad  eitil  enew  otad  otad  otad  in on command  otad	×		Turn head to right side on comme
don commend  do n commend  Asno	×	<del>-</del>	Turn head from side to side
dor Gamend  do n commend  do n commend  do n commend  do n commend  Aske  Name	×		Walk backward on command
dd betah Same String Same	×		Walk forward on command
Rated by:  Name  Name  State  State  Name  State  S			
Rated by:  State of the control of t			
e G G G G G G G G G G G G G G G G G G G	itti Meme Itti ete Meme Itti	Neme Sete Neme Sete Sete	
3Ac	⊃ 		

HAME IV.

S					296
SICAL	SICAL DEVELOPMENT				7000
MOBILITY	TITE OF THE PERSON OF THE PERS			egengeta Grig Lugara	- Τ.: Τ.:
Ch11	Child Cen:	Mew Til Ted Mew Tiem	) sd Nan	TAG Det	riT Fe <b>Q</b>
#1 42	Clap hands (on sommand)	1			×
	Cien her 's to wheelim				×
<u>.</u> .	Constitution of the Consti				×
<u>.</u>	Coding Areas (vol. 1997) of the Control of the Cont			_	<b>×</b>
rî :	stamp for the figure				
<u></u>	oth reet our recor				×
<b>玩</b>	Broad jump (not much distance)				1>
ं भ	Hop on one foot				\ \ >
17.	Hop on either foct			+	
13.	Hop (alternating feet)				X
0	(fa) I on				×
<b>3</b> 8					×
R	1442.				X
	Design the best of				×
ž	dren neth mu				

HAME TV.

Nemes G Title Tracher Oate May, 1967 × Venis Fitië etal eltil emsk Fitl Rated by: Run without help but touching another person Do l or more forward rolls Run freely cross pattern sdn-ysnd sdn-llud ( Run freely any pattern Walk slowly on command sit-nba Run fast on command Do backward roll Bourse a ball Throw a ball PHYSICAL DEVELOPMENT: PHYSICAL SKILLS Do (number Do (number Climb rope Do (number MOBILITY 8 33 抗 55. ผ่ M

D- C-33 -H

NAME			erreginghagilhal erreginghagilhal erreginghagil				2757
N.		PHYSICAL DEVELOPMENT:			Characteristics		מאי בעבו
	œ œ	Physical Skills	91	) je	in the second se	en et	
		Child Can:	Mam Tit Dat	Tit	meN ÷£T ÷sQ	New Tit Dat	TEV TEG
							×
		11. Walk a balance(4) beam for o reev					
		12. Walk a balance(4") beam for 8 feet					
		<b>~</b> j				,	×
							×
							×
							×
		16. Do modified sit-up (hold reet down under bars)			_		$\prec$
		(Howisontal Bars)					
		Borrie millim					The region of the second
							×
		19. Giri's pull-up					

1951 104	9 4 1 B	re W rj <u>L</u> ue	Da. T.T.	•	1		×	×	×						×	×	: ;	4
	*	egt4	Nei Tit															
		el:	nsN ttT tsC															
	,	_eŢ:	me V TIT Ted															
		el e I	Mam Tit Jad					,								_	-	
	PHYSICAL DEVELOPMENT:	Physical Skills d	Child Can:	Stunt: Skin-the-cat	Sturt		Play London Bridge		nia wat him to It Mr. Ror?		SWIMMING	Play in splash pool (small)	Sit in splash pool and play		rigy with mager cold in the		Enter large pool without help	. Sit on edge of large pool with feet in water
	IYSI CA		Chi	8	5	. B	8	j K	ů i	<b>.</b>	C. SW	1.	ď	H	, ,	<b>1</b>	3	•
60	2	B.									ບ							

U- C-35-H

NAME IV.

eme! श्युद्ध क्रि≅ीक्रम Float in prone position and regain standing position arennd shallow end of pool without help Glide in prone position using flutter kick Turn head to breath in raythmic pattern Stand in corner of pool without adult Stand in corner of pool with adult Expel breath under water Float in prone position Hold breath under water Submerge head in water Be relaxed in pool Put face in water PHYSICAL DEVELOPMENT: Flutter kink Child Can: SWIMMING 18. 19. 16° H S 13. 강

NAME

IV.

		CALLEGE CONTROL CONTRO				<del></del>
HYSICA	PHYSICAL DISVELOPMENT:					
. SWIMMING			L		) (1) (1) (2) (2) (3)	
Chil	Child Cane	aen ted ted	of I' fæα	De-A	De- Ti-	
573	Dog paddle	-				10
กสู่	日本の表示の事件				-	
٠ ٢٠,	Float on back and regain standing posttion	+				
23.	Comitse arm and Lag etroka in prone position	, a			+	
i	Combine arm and leg stroke, and rhythmis breathing					
117	Change itration while swimming					
83	Thun over withelt fouthing bottom					
5						
8						
8	Standing dive					

NAME

IV.

### CHILD I

### DEVELOPMENTAL HISTORY

Child I, a boy, was born prematurely at six months gestation following a pregnancy complicated by intermittent vaginal bleeding throughout and a threatened abortion at three months. Birth was precipitate and accompanied by vaginal bleeding. I weighed two pounds, ten ounces at birth. He was in oxygen and an incubator for three and one-half months. He sat at eight months, stood at one year, and walked at fourteen months according to information from his mother. He reportedly began talking at one year, but speech did not develop in a normal pattern.

I entered the residential school for the blind at age seven at which time his behavior is described as hyperactive, immature, and difficult to deal with. He did not relate to other children, had frequent temper tantrums during which he banged his head on walls and furniture, slept poorly and was not toilet trained.

I was put in special class and given extra attention by the houseparents. By age twelve he could call people by name and ask for what he wanted without prompting; he could move about the school campus independently within well established routes; he was toilet trained and could dress himself if items were put ready to his hand.

I's family situation was very poor. His father had not lived at home and present whereabouts was unknown. The mother has an alcoholic history since before I's birth and has been hospitalized twice. Her care of I was overprotective except when she had a bout of alcoholic illness at which times he was badly neglected. I has two siblings, much older, who are normal. They have cared for him at times, but this is difficult because of his severe behavior problem.

#### MEDICAL

Diagnosis was that I had "retrolental fibroplasia and glaucoma, mental retardation, probably organic brain damage syndrome with secondary emotional immaturity disturbances. Hearing was judged to be normal. At age ten I was hospital-ized for eye examination under anesthesis, then surgery was performed. The left eye was enucleated and a peripheral iridectomy performed on the right eye. A post operative inflammation was due to his behavior. No prosthesis was made.

I had had a psychological evaluation at the University of Oregon Medical School, Crippled Children's Division, at age nine and one-half years. With his mother as an informant he attained an SQ of 35. He was felt to have organic



dysfunction. Psychological evaluation at the beginning of the program "indicated retardation with present intellectual and social functioning at a very retarded but undetermined level, with indications of considerably greater ability during the interview." He was felt to have very strong emotional needs for affection and love.

I was not re-evaluated at the close of the program in Medical Psychology. He was so uncooperative in his behavior, that it was felt to be unnecessary since he had had two recent evaluations both agreeing that he was functioning at a very retarded level.

### PERSONAL HYGIENE

I had been in the residential school for five years prior to the beginning of the demonstration program and had been taught to dress himself when his clothes were put ready for him by his hand. He could undress without any help. He could wash with supervision and reminders but needed help with details. He could not care for his nose or nails or hair. He was toilet trained.

## EATING AND TABLE SKILLS

I ate with his fingers most of the time. He was finally taught to eat some soft foods with a spoon. He was really quite neat in eating with fingers unless he became upset when he was apt to throw food. He had definite likes and dislikes. Because of his behavior and its effect on the other children he had less training than he would have had otherwise.

I had the habit of eating leaves off the shrubs on the grounds. One outside the dining room he liked very well and would snatch a leaf or two when leaving the building. As an experiment celery was provided for him, as much as he would eat, for about six months time. He continued to eat the shrubs at about the same rate. If an adult was present to say "No" just before he snatched, he could be prevented from this habit, but since he moved about independently he had many opportunities for extra greens.

## PHYSICAL DEVELOPMENT

I was able to learn simple exercises such as the forward roll, and greatly enjoyed being in the water, but he did not learn to swim. He was strong and enjoyed walking, wrestling (with an adult) swinging and riding the merry-go-round. He did not learn skills such as skating, rhythmic exercises, or to play the simplest of games.

# PSYCHOLOGICAL DEVELOPMENT

As shown in the developmental history section, I made little progress in self control. While his outbursts could D-41



be prevented most of the time, the control was exercised by the adult staff members, and even some of the other children, not by I himself. He did improve, during the time of the program, in his ability to relate to many more persons, and to other children. He showed best adjustment in a group of not more than two or three, but he learned to tolerate the twenty-five to thirty individuals on field trips. This included both staff members and children.

As I entered adolescence he developed strong sexual drive and made advances to some staff members and to some of the older girls. He could be made to control these actions by stern commands, but he would make fresh advances at another time. He did not become violent when repressed, but did exhibit some sadness.

I on two occasions showed fear at the sound of a strange male voice. One incident was on the visit of the brother of one of the other children who I had never seen before. On hearing the young man's voice I began to shake violently and was obviously terrified. The other time an applicant for position of staff member with the group was looking at the living quarters and spoke to the children. I showed the same fearful reaction. Yet I made two trips by plane to visit his older brother and showed no fear in this strange situation.

At the beginning of the program I had seemed to be most happy when alone. He fiddled constantly with his hands, and chewed everything, including the furniture. By the end of the program he liked to be with others and was aware of them. He also liked to hear a certain record of story or song, and could even wait for it. He would become noisy and look for attention if ignored. He became affectionate and even showed a sense of humor at an obvious joke or funny situation.

I seemed to have a good relationship with his mother, who visited him and at times worked at the school. All the children were fond of her. I exhibited little jealousy of them. He teased his mother more than others and they both enjoyed this.

### CLASSROOM PERFORMANCE

I was able to learn by rote a number of songs, nursery rhymes, to count to forty, to fit rings over large pegs. He could fit geometric figures into a form board and name the figure, but he seemed unable to perceive relationships. He might put a foam rubber triangle into a form board, but could not fit a wooden one into another board without first having been taught about the second one. He could play with dishes in water, but could not wash them; he can pull a bed apart, but cannot make it. He ran and twirled on a strange ocean beach in the same manner as he did the grass athletic D-42

field at school. He did learn to ask for a record or story and sit listening quietly, but he could answer no questions on it.

# RECOMMENDATION FOR PLACEMENT

In view of the extreme behavior problem and poor sleep habits, it became apparent that he could not remain in the residential school when he failed to make further improvement the last year and a half of the program. Consultation was arranged for re-evaluation at the University of Oregon Medical School. They recommended commitment to the Mental Health Division of the State Hospital and Training School for the Retarded; at the same time stating that "There is no very suitable cottage setting for him."

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL July 21, 1966

I was referred here for evaluation; he is a blind post retrolental fibroplasia, who is making no progress in school and a different institution is desired. He is predominantly presenting problems now of destructiveness at bedtime.

Physical examination revealed a completely uncooperative boy, unable to perform a standardized examination. The boy is able to dress himself when things are handed to him.

Our impression was that of a blind child, post retrolental fibroplasia with retardation. Our recommendation will be that this boy will be more advantageously placed in a permanent custodial institution than in the blind schools, since his educational potential is nil. I see no necessity for the child undergoing extensive neurological or phychological evaluation again at this time.

Calvin Clark, M.D.

(Mrs.) Patsy S. Marble, Supervisor Department of Medical Reports

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I. PERSOHA!	PERSONAL HYGIRNE	+ "+"	1:748					
A. WASHING		owe owe	() Ota	ere Trje	othi ets	eme ottje	eme itio	
Chi	Child Cans	N	N	a	T	I	I	_
••	Hold hands under water in bas'n	<u> </u>	-	+				į
8	Rub hands together under water	$\frac{1}{1}$	<del> </del>	-				ŧ
ж.	Reach for soap and rub it on hands	$\frac{1}{1}$	<u> </u>					ì
, 1 1	Turn on water faucet							1
ייי			<del> </del>					ı
• •	Mash and rinse hands		×	_				ij
2			X					1
~ a		_	×					1
Ö		_	 					
<b>.</b>	Reach for towal	<u> </u>	-				,	
10.	Get towel and use	+	+	+				į
11.	Wash hands if reminded to do so	$\dashv$	X	1				1
12.		-						
								1
12.	Masn and ary mands are assessed							,

H		11/01				2751	
FRSONAL	PERSONAL HYGIENE cont.	J. 10.				راه ط	1
A. WASHING	lng pe	∤{∫ Ə≀	rj e	् भ	_ <del>0</del> [1	enre €13 €	
Ch11	Child can:	neM LiT	ъМ	Ne. T.T.	LT LT BQ	1	
17:	Put towel (paper) in wastebasket	$\frac{\times}{1}$	1				
7	Hang towel on rack after using						
16.	Wash part of face with hands	X					1
17	Wesh nart of face with washcloth handed him;	X					1_
4 7						X	1
•01	MASH WILLS INCO MI OF BOTH PRO						
19.	Up washed an make and mash qui						
20.	Wring washeloth and wash	+					4
ล่	Wash neck						<u></u>
o o	Wash ears and area just behind ears		1				
						×	1
23.	Mash arms						

Name Staff Title Date May V Date eltit Dete Neme Tîtî<del>ë</del> Date TTTI Name 7 e 1 t t T Data (  $\times$ Rated by: adequately without direction Cooperate in being washed while in tub place Sit in bathtub of water without fear Play in bathrub of water with toys shower directions Put soiled towel in designated soap and washeloth in. shower Clean tub after bathing Play in bathfub of water self independently self independently Help dry whole of self part of self Wash self with verbal Help use washcloth Wash with help self Help dry Help use PERSONAL HYGIENE Child Can: o\ 10.

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u\_ C-5 -I

Neme Variable Charles  Neme Variable Control of the	X	X	×									
Hygiene cont.  OF TEETH	ate in having teeth brushed	Help brush teeth	Spit out toothpaste and water	Brush teeth independently	Put toothpaste on brush adequately	Rinse teeth and mouth independently	Mash toothbrush	Put toothbrush in proper place	Find own toothbrush			Care for teeth without verbal reminder
I. Personal C. CARE		<b>°</b>	, w	<u>.</u>	ιψ	•9	<b>.</b>	· ထ	6	10.	11.	.12.

	4		h75				Z.93
PE	SONAL	PERSONAL HYGIENE sont.	r*+d +} v}				נילין נילין
Ä		HAIR CARE	∂.S ⊕: • 19	_e Ti	_ <sub>@</sub> [a	- - - - - - - - - - - - - - - - - - -	Vet E La
	Chil	Child Car:		Nei Ti De	naŭ Ti Ba	Dø.	ŢŢ
	<b>.</b>	Brush hair					
	તં	Comb hair					
	ĸ'n	Part hair					
	<u>,</u>	Cooperate in shampoo of hair	p	*			
	Ŗ	Help shampon hair					
	•	Shampoo hair independently					
	7.	Set hair style					
	<b>.</b>						
Ē		CARE OF NOSE					
	Chi	Child Can:					
	1.	Cooperate in Wiping nose	×				
	<b>ر</b> ه	Help wipe nose					×
	7.						×
							×
	<b>,</b> u						
	ķ						

Rated by:    April   April     April   April     April   April     April						X	×	<b>X</b>		*		×	×
NAME  I. PERSONAL HYGIENE cont.  B. Care of Moce cont.  Child Can:	6. Put kandkerchief in posket	7. Get tissue from designated place	8. Get, use, and put away used tissue or handkerchief	9. Perform #8 quietly and quickly	Child Cen:	1. Cooperate in sitting on toilet seat for 5 minutes	2. Cooperate in using toilet for b.m.		4. Cooperate in using toilet for urine (standing)		6. Pull elething down to use toilet		

Semeli Subit etad e lari eareN Ratest by: Use toilet while wearing sanitary equipment without glacks (girls) Cooperate in wearing sanitary equipment and button or snar Change sanitary equipment with help slacks) Fasten front button on jeans or Use toilet paper when reminded Use toilst paper independently Use toilet paper with help Fasten front snap on jeans i. Zipper clothing (jeans Fasten side zipper Unbutton slothing SANITARY EQUIPMENT Buckle belt Toileting cont. HYGI ENE problem Child Cans PERSONAL 15. 'n ດ່ 16. ň 6 . 01 S. 5

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MANE	1						
I. Per	SONAL	PERSONAL HYGIENE cont.					
<b>.</b>	Sani	Sanitary Equipment cont.	ne tle ne	eu		_ <del>9</del> [4	em elt et
	Chil.	Child Can:	Ner TT BG.	Ner De	De	No. TI	ŢŢ
	<u>†</u>	Change sanitary equipment independently		+			
	Ŗ,	Wrap and place used pads in designated place					
	<b>.</b>	Wash soiled clothing					
	7.	Care for self during menstrual period independently					
Ħ		CADE OF FINGER AND TOR NAILS					
		Clean fingernails with nail brush					
	ά,	Clean toenails with nail brush					
	<b>%</b>	Clean fingernails with file tip					
	7						
	· ry						
	• •	Use emery board on toenails					
	7.	Use nail olippers safely	1				

D- C-10-I

Rated by:    Apt   Apt   Apt		<b>×</b>	×	×	×	×	×	×						
FERSONAL HYGIENE cont.  Child Can.	1. Take off underpants		3. Take off jeans or slacks independently	4. Take off T shirt	5. Take off shirt if unfastened	6. Take off shirt	7. Take off socks	8. Take off shoes if untied or slip-on	Untie and take off shoes	10. Take off dress if unfastened	11. Unfasten and take off dress (front buttons)	12. Unfasten and take off dress (back buttons)	Unzipper and take off dress (front z	Theinner and take off dress

I. PERSONAL
I. Dres
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15.
16.
18.

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AL	HYCIENE want.	JJO	770	الدارات المسيدة و المسيدة		77 <sup>4</sup> 71.
<b>:9</b> S:	or Strics or	75	75 e	(a)	ş]	- a T
114	Gall:	News Titi	oted sous Long ted	men Litt Tuti	men itt ited	Men FLT JeQ
	Take off siip					
و من	Take off smeater (slip over)					
	bactone	,				
	Ungipper and take off facket or sweater	×				
	- 77	×	_			
	isekst or				•	×
•	vi and mo death on hook by					×
• 0	Henr 'salvet or cost on hanger (with help)					
j K	Jacket or cost on hanger indepe					,,
	up shorts or panties if above		<b>\</b>	->sαγι=>φ?π		
ָאַ ל	up shorts or panties if above	·				
, v.	n <b>unders</b> horts	$\overline{A}$				
• 1.	Pick up and put on undershorts or panties from pile		×			
	Anna gratic oto To					

etsa Lttj<u>o</u> Numo etal 61311 Date ē11t1 Name Title Date Neme Title Rated by: clothing Identify back from front of undershorts or panties Put on undershirt correctly with werbal direction Pick up and put on slip from pile of clothing Put on undershirt correctly and independently Pick up and put on undershirt from pile of laid ready Put on undershorts or panties sorrectly Identify back from front of undershirt Put on undershirt if handed garment Cooperate in putting on undershirt Identify back from front of slip Put slip on if handed garment Cooperate in putting on slip NAL HYGIENE cont. laid ready FOR GIRLS ONLY ressing cont. Thild Can: % 京 37. 8 35. 83 32. 8 ᄶ.

PERSC

Date <u>etttt</u> emeN Date Neme Title Date Name Title Date Name Title Date \_etət∡ emsN Rated by: clothing a dress correctly with verbal directions. correctly with verbal direction a dress correctly and independently of Put on slip correctly and independently pile dress which buttons in front dress which buttons in back dress Fasten a dress which zips in front dress which zips in back ಹ Put on a dress if handed garment dress from Cooperate in putting on a dress ಹ Identify back from front of Fasten a side zipper Fasten belt in front ಥ put on Tie sash in back SSONAL HYGIENE cont. slip Pick up and laid ready Fasten a Fasten a Dressing cont. Fasten цo Put on Put on Child Can: 50 18 45. 16. 10. 41. 12.

Dete Viary F1+1<u>0</u> OMBN. 97.8Q **eta**( <u>etati</u> **\$2**eta0 lttle Tttle Put on and fasten foundation garment independently Put on shirt correctly with verbal direction Put on and fasten long stockings correctly, Choose clothing suitable for the occasion. Button shirt correctly down the front Button cuffs of long-sleeved shirt trousers Put belt through belt loops Fasten trousers at waist do Cooperate in putting Put on trousers Zip trousers PERSONAL HYGIENE cont. Fasten belt Put on tie Dressing cont. FOR BOYS ONLY Child Can: 55.

Date May Neme e Ltit Date e me V etel ett fi emen etad emen Date S × X <u>ettt</u> emel Rated by: suit correctly Turn sock so heel is in correct position Put on socks correctly and independently toes Put shoe on correct foot independently Full up sock that has been put over Put on shoes with verbal direction Cooperate in putting on shoes Cooperate in putting on socks Put on sock if handed to him ಹ Match coat and trousers of Cross laces to begin the Pull laces tight in shoe Pick up and put on sock Knot tie correctly Tie simple knot Tie bow knot PERSONAL HYGIENE cont. FOR BOTH SEXES Dressing cont. Child Can: 72. \$ 88

NAME

et a e[11] eme ets( litie Jame et.a( leme ettti Vame Fitlë Oste Omek Offi Offi Offi Offi  $\times$ × X 人 × Rated By: Sit quietly for part of meal with supervision Sit quietly for all of meal with supervision Sit down at table without help Eat without undue persuasion Eat some foods with fingers Sit down at table with help Sit quietly for all of meal Eat food only with fingers Can feed self somehow Eat only a few foods Eat only soft foods Chew food partially Find place at table EATING AND TABLE SKILLS Chew food well Child Can: 14. 13. 11. 12. 10. ď

D- C-16-I

Pale May Name Hale **eta**Q Name Litio et.ac <u>etati</u> emsk Date Title eme/ DateG Verme 5'2 e 1411 :Vd beteR Use fork edge for cutting Use napkin when reminded Drink from cup with help EATING AND TABLE SKILLS conf. spreading spoce independently Eat whatever is offered Use knife for cutting Drink from cup alone Use napkin with help spoon with help Drink from glass Leave napkin on Est most foods Use knife for Use fork Child Can: 25. तं 26. ਹ ਹ 19. 18. 15. 16.

NAME

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Name Name Name Name Name Tit Tit Tit Tit Tit			×	X	×			×	×	
EATING AND TABLE SKILLS cont.	Child Can:	29. Use napkin without reminder	30. Fold napkin			Request se	Ask for	Raise hand for se		10. Waintain good posture	Wait patiently

NAME

h 701	nt.  Out of the first of the fi	EN TI EN EN ET EN	Use appropriate table conversation	sesion	h help	th reminder	lependently	эгwаге		po	bowl of fruit		kes, etc.	dish of juicy food	
	SATING AND TABLE SKILLS cont.		opriats table	Refrair from impreper neises	Wash after eating with help	Wash after eating with reminder	Wash after esting independently	Use appropriate silverware	Fass bowl of cookies	Pass plate of dry food	Serve self and pass bowl of	Pour milk on cereal	syrup on hot cakes,	self and pass	

NAME

II.

Date Ltere emeN Date Neme Litië Date **E**tttT Name **Date** TTT/2 eman Rated by: from residence school. from home school 13 Appears to feel unwanted by other children going from residence own devises activities school to feel unwanted by adults at inappropriate reason for crying going to school to feel unwanted by fsmily Cries with no observable reason \$ explain reason for crying dapressed when left to gr-up depressed on returning depressed in evening Seems depressed during depressed when depressed when PSYCHOLOGICAL ADJUSTMENT SELF ADJUSTMENT Appears Appears Seems Science Child: 12. 6 10.

the point where routine activities

\$

Daydreams

are halted.

Name Tette State

} Date. Ti ti e ems N Date ett tT Neme ST. Semen Date Name Elti SemeN SitiT VetsO :Vd betaR body **0** Giggles when nothing seems funny to observer Does not explain what is funny when he giggl Purposely injures self by banging head hard ot 3 othes Purposely injures self by biting parts Purposely injures self by tearing get attention express frustration Sacks protection from adults Seeks affection from adults others to show anger Giggles when obviously hurt ALJUSTMENT cont. Uses foul words to Throws tantrums cont. Self-Adjustment Curses to Cursas PSYCHOLOGICAL Child: तं **ਹ** છું ଥ 19. 18. 16. 15°

III.

NAME

Date TTTI ЭшвИ Date e 141T e abi Neme L:::1 Same Title Date \_et.aQ Marne Start :vd betaR Expresses fear that parents will punish for Displays little emotion about visits home Is well adjusted to school-home changes Expresses fear of other family member Is eager to go home, but does not cry Expresses fear of punishment at home Is homesick and cries to go home Expresses fear of father Expresses fear of mother PSYCHOLOGICAL ADJUSTMENT cont. mis-behavior at school HOME ADJUS THENT Child; 'n 6 તં

III

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NAME	1-4		h761			991	1.96
111.		PSYCHOLOGICAL ADJUSTMENT cont.	70 152			17 0	1 /2
	c. soc	SOCIAL ADJUSTMENT	e	97	eŢ:	19	
	Chi	Child:	vene Ittl Oste	men Tit Jed	Nem Tr: Det	Mem TTt Jet	Nem TTT Jed
	,I	Approaches other children with hostile intent					
	ณ้	Rejects friendly approach of other child	X				
	ĸ	Tries to hurt younger children					
	4.	Is cruel to animals					
	. ž	Objects to taking turns	X				
	, 9						
	7.			1			
	·	T	_			X	
	, o					X	
	10.	Is accepted by others in informal					
	 	Remains near group but do	×				
	12	Avoids other children in informa	×				
	13.	Can carry on a conversati					$\times$
	1/1.	Initiates conversation					$\times$
	į.						

म्यंतिक के अप Name 5707 Date ⊕141T emen ક્ષ્યું **છ**િ Neme 火 SemsN eitiT Reced by: Answers questions asked by another child an other some other children something for which Seeks to play with child of either sex Is eager for recognition from adults adults Says he dislikes a certain adult Says he dislikes a certain child said by Uses nonsense and made-up words some adults child Sacks protection from adults Seeks acceptance from peers by Asks about absent or ill phrases Answers questions asked Shows affection for Shows affection for Denies having done expects punishment cont. Repeats words or YCHOLOGICAL ADJUSTMENT SOCIAL ADJUSTMENT 26. 27. 28 तं 23. : ਹ શું 19. දූ 16. 17, 18. 15.

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III.

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H			J. 216	17 ° 1		[3]
CHOLO	CHOLOGICAL ADJUSTMENT cont.	· · · ·	14	bl i		1 1 h
SOCI	SOCIAL ADJUSTMENT cont.	•1 •7	<u>9</u> (		<u>е</u>	
Child:		MeM Fig.	Date Name Tit: Date	Mam tar Data	MaM Tit Jad	Nem Tit Jec
89	Sucks to play with child of same sex					
30.	Seeks to play with child of opposite sex					×
<u>K</u>	Argues when he does not get his own way					
32.	Is courteous to adults					
33.	Is considerate of other children					Į
*	Enjoys "rough" play	X				
35°	Cooperates for reward			X		
%	Cooperates for praise					
37.	Joins pears in common cause	_				
38.	Shows strong self-assertion					
39°	Is self-confident (less self-assertive)					
40.	Tattles	_				
4.	Knows honesty, but is not always honest					

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NAME

Meme Marie Date Date Neme Title Name Story Title Take etal Rated by: responsibility Settles arguments quietly without help Settles arguments quietly with help others others humor others Recognizes the abilities of Understands the meaning of span of Respects the feelings of Respects the rights of short attention self-control. ಥ CHOLOGICAL ADJUSTMENT Is developing SOCIAL ADJUSTMENT Bites nails Is noisy Shows Child: 요. 19 47. 18. 45. 16. 42. 43° + ပံ

eltiT Date

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Date

Name Title

Understands and follows simple rules

equipment

Is responsible for

NAME	`	1-3		1300 J		590		19b	
111.		ного	PSYCHOLOGICAL ADJUSTMENT cont.	<u> </u>		70-		12	
	ບໍ	SOCI	SOCIAL ADJUSTMENT cont.		<u> </u>	<b>₩</b> .Τ.4	_e_ta	Sem Ea eat	
		Child:	ð:		Nen Tit	De. Lit	Nan Tă De		n_
		55.	Understands and follows simple directions	_		×			
		ķ	Can make suggestions						
		57.	Is aware of time but ignores it		$\perp$				
		38	Asks "Why"	_					
		. g	Sees the fallibility of adults						
		<b>4</b>	Hes limited reasoning ability					×	_
		3 2							
		10 <	tacks judgement	×					
		<b>.</b>		_					
		63.	Can anticipate	-					
		<del>•</del> †9	Is indecisive	+	_				_
		65.	Can make decisions	-	4	1	_	_	T
		<b>?99</b>	Can initiate a game or play with another child		_				
		67.	Is punctual	-	4	_			-1

NAME / PSYCHOLOGICAL ADJUSTMENT cont.

ERIC"

SOCIAL ADJUSTMENT cont.

Child:

Name Title Date

Name Titlë eted

Date

Neme Title

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OusN eltiT etad

Rated by:

68. Shows sex antagonism

69. Gives encouragement to others

70. Is beginning to select one or two intimate friends

71. Seeks praise for things well done

72. Is self-conscious

73. Knows right from wrong

74. Can finish task or project "in spite of" frustration

u\_ c-28 -1

DEVELOPMENT  d Can:  Crawl in amy fashion  Crawl in homologous p  Crawl in homologous p  Crewl in homolateral  Creep in homologous p  Creep in homologous p  Creep in homolateral  Creep in knowlateral  Stand with support   Rated by:    Albert	in homologous pattern	in homolateral pattern	pattern	wo wo	Creep in homologous pattern	Creep in homolateral pattern	Creep in cross pattern		without support	Stand up we thout help from sitting position	person's			
---	--	--	-----------------------	------------------------	---------	-------	-----------------------------	------------------------------	------------------------	--	-----------------	--	----------	--

Date Name Title Date Name OttîT **Date** Mame Stat Title Rated by: steps without using railing steps by wall without another person's (both feet on each step) Climb steps (one foot on each step) Walk down step without help flight of steps with Walk alone inside building Walk down step with help Walk alone on sidewalk Climb steps with help Walk following wall a flight of Walk up remp steps PHYSICAL DEVELOPMENT Climb Climb Child Can: तंत 22. . ನ 19. 80. 18. 16. 15.

Name P.E. Titl o Date Titl  $\times$ omen Eitil Otec pate Name Litio Rated by: Walk forward on command Climb down ladder Climb up ladder PHYSICAL DEVIELOPMENT Child Can: MOBILITY , 133

pate

Name Title

Date

Vame Title

Walk backward on command	Turn head from side to side	Turn head to right side on command	Turn head to left side on command	Nod head forward on command	Nod head backward on command	Move arm(s) to right	Move arm(s) to left	Move arm(s) up	Move arm(s) down
30. W		, š			35. 1	%	77.	8	79.
	D- C	-31 -	.I						,

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1				777) 2115		
YSICAL	IYSICAL DEVELOPMENT			ין אניי בין אניי		
MOBILITY	ra pe	θ 1	(	10/1 &	<b>(</b> )	(3)
Chil	Child Cen:	Titi Date Name	Titi	Name Tet Tet	Neme TatT Date	Name Liti Date
40°	Clap hands (on command)			×	_^	
41.	Ciap hass to sinthm		•	×		
थ	Stamp feet (on command)			X		
<u> </u>	Stamp fort to rhythm					
144.	Jump (get both feet off floor)			×		
45.	Broad jump					
Ló.	Hop on one foot					
147.	Hop on sither foot					
1,8.	Hop (alternating feet)					
149.	Gallop			-		
Ŗ	Skip					
<u>R</u>	Slide					
52.	Run with help			×		

HAMB.

Rated by: Run m thout help but touching another person Do l or more forward rolls Run freely cross pattern Run freely any pattern sdn-ysnd pull-ups Walk slowly on command sit-upa Run fast on command Do backward roll PHYSICAL DEVELOPMENT: PHYSICAL SKILLS Do (number Do (number Climb rope Do (number MOBILITY 8 MANG

D- C-33 -I

Bounce a ball

Throw a ball

IV.

8.

Date

Neme ettil

et.eQ

INSICAL DEVELOPMENT:	14 July 10 10 10 10 10 10 10 10 10 10 10 10 10	nga kapanganda Manaka dikapan			grand red external grand reds (spical)	
Physical Skills	e aj	ŢĘ.	(A)	Ţe.	بار مناهد. المناسبة المناسبة ا	
Child Can:	tit Tag Tag	T.1.	New T#4 ##	Neor Tît Det	Nem T.T.	
9. Kisk a ball						
10. Walk a balance(44) beam for 3 feet						
11. Walk a balance(4" beam for 6 feet						
						<del></del>
(Stall bars) 13. Rise up on toes						
						-
(Horizontal Bars)						-
18. Boy's pull-up			$\perp$			
19. Giri's pull-up						

ïV.

Date Title N ame etsq Tifle Neme ensw eltiT etso Asme Store OttiT etal otal :vd betaR Sit on edge of large pool with feet in water Play with water toys in splash pool Enter large pool without help Sit in splash pool and play Play in splash pool (small) Enter large pool with help Play What Time Is It, Skin-the-cat Play London Bridge Simon Says PHYSICAL DEVELOPMENT: Physical Skills Stunt: Stunt Play Child Can: SWIMMING (Gemes) . ਹ

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IV. PHYSICAL DEVELOFMENT:

SWITHING

Child Can:

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elari eted

ested

Name

angd besten

7. Stand in corner of pool with adult

8. Stand in sorner of post without sdult

9. Wade around shallow and of pool without help

10. Be relaxed in pool

 $\times$ 

11. Flutior kick

12. Put face in water

13. Submerge head in water

×

 $\times$ 

 $\times$ 

. Hold breath under water

15. Expel breath under water

16. Turn head to breath in rhythmis pattern

7. Float in prone position

Float in prone position and regain standing position 18.

19. Glide in prone position using flutter kick

ERIC Full Toxt Provided by ERIC

1-7		, testing and	571	17.71	CALABORATION AND AND AND AND AND AND AND AND AND AN	
PHYSICA	PHYSICAL DEVELOPMENT:	<u>ナナ</u>	57 3		PRIMITAL ESPERANTE	
C. SWIMMIN	T.W.I.W.	(4)	ega.aprica (a) <sup>(a</sup> maa apricana ay i		in the same of	
Chi	Chill Cane	Name Date Name	Tati Date	Day:	News Tivi Tech	
त	Dog poddle					Ĭ
ช	Babk, Most					
ر در در	Roat on back and regain standing position					
23.	<b>≥</b> 6					
' ল	Combine arm and leg stroke, and rhythmic breathing					
מי	Change direction while swimming					
, % %	Turn ever without touching bottom		×			
5						
8						
29.	Standing dive					

IV.

#### CHILD J

# DEVELOPMENTAL HISTORY

Child J, a girl, was born after thirty weeks gestation. She weighed two pounds fifteen ounces and was in an incubator for four months. A twin was stillborn. She had two brothers and a sister older than she and a sister younger. J sat up at fifteen months, stood at eighteen months and walked at three years with a definite limp. She began using words at eighteen months. At three and one-half years J showed no cooperation even in simplest person to person relationship except with her family, mainly her mother. She recited the "Hail Mary" to protect herself from contact with the social worker according to report.

J's parents received home counseling for the first three years, J attended a cooperative preschool the following year and a Montessori school the next year. Between age five and seven she attended a preschool for the visually handicapped and had psychotherapy at Portland University using a modified Rogers-Axline approach. At age seven she was enrolled in the special room for blind children with severe learning problems in the public school. She had two years of occupational therapy at Crippled Children's Division of the University of Oregon Medical School. In the summers she was enrolled in park recreation programs and day camp.

J had several psychological evaluations because of behavior problems. There was a history of nervous fragility on both sides of the family and the father had a nervous breakdown about the time of J's birth according to the psychological records. J's kindergarten teacher felt that "J hates J" and said that her favorite song was" The bear went over the mountain, he wishes he could see."

#### MEDICAL

Diagnosis and the University of Oregon Medical School showed cerebral palsy and an "adjustment reaction of child-hood probably 2° to O aggravated by blindness. Earlier diagnosis had been "severe personality disorder presenting an autistic pattern." The visual impairment is Retrolental fibroplasia with bilateral cataracts; light perception only in right eye and none in the left. Hearing was normal. Neurological examination mentioned restriction of flexion of the spine and atrophy of dorsal hand musculature. EEG abnormal.

Psychological evaluation at the close of the demonstration program indicated that J "seems to have leveled off in her intellectual functioning as measured by the WISC she achieved in I.Q. of 48. However she has developed considerable social awareness and is able to generally interact with D-44



others as is demonstrated by her conversation with the examiner, her ability to speak with her family on the phone, and her ability to assume responsibility for simple tasks at school.

#### PERSONAL HYGIENE

J had achieved a reasonable amount of self care skills except where these required fine coordination. She could not manage small zippers or buttons, or bathe independently, or care for nails adequately. (See D-C-2-J to D-C-15-J)

### PHYSICAL DEVELOPMENT

J made her greatest gains in skills on gym equipment, and exercises. She acquired some beginning water skills. Individual instruction over long, uninterupted period of time helped her to progress faster than she was able to do in a group gym situation. School records show that she functions less well after long vacations. The continuous program during this project period eliminated that problem.

#### EATING AND TABLE SKILLS

J had been a fussy eater and did not chew when she entered the residential school. She had begun to accept more foods, to eat more rapidly, and to use spoon and fork before the beginning of the project. She continued to progress. With additional physical exertion her appetite became better. She continues to have difficulty with silverware because of her finger coordination lack, but she does show very slow improvement. Her chewing is still poor but she has improved. (See D-C-16-J to D-C-19-J)

## PSHCHOLOGICAL ADJUSTMENT

J's adjustment has been of steady growth through the many educational programs she has had. During this project she regressed some at the beginning of menstruation and continued to have some depression each period. She experienced a major depression of several weeks duration and received psychotherapy. She reacts by withdrawal to even mild criticism and scolding. There was a problem with her adolescent sister for a time. Repeated conferences with the mother and the sister resulted in a better adjustment. J rarely withdraws from her environment and her interaction with adults and peers approaches normality.

#### OBJECT RECOGNITION

J experiences difficulty with very small objects, but does well considering her physical handicap. She has had a great deal of training time. Her attitude is good. Interest D-45



makes her do her very best. This was not true in the beginning year of the program; then we had to overcome her desire to sit in one spot and do little.

### CLASSROOM PERFORMANCE

J has not made progress in academic skills. Written material was dropped except for a token amount during this program. Orally she listens to primary materials. She can remember isolated facts but does not seem to relate these into usable information. Her abstract reasoning seems nil. She does well in vocal music and enjoys leading the group in singing.

# RECOMMENDATION FOR PLACEMENT

The staff members felt that J would always need supervision and care. She could make little contribution toward self support unless some way could be found to use her musical talent for singing—which seems doubtful. Since she is not disruptive and since there seems no custodial situation available that is acceptable to her family, we suggested that she be returned to a special class in the residential school.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL January 17, 1967

J was referred for an intellectual evaluation by the Oregon School for the Blind where she has attended classes since 1961. It is reported that she has not noteably progressed in school for the past 4 years. She has had the most difficulty in reading and writing braille. This seems to be because of poor coordination and sensitivity for discrimination in her fingers, as well as her level of intellectual functioning.

It is reported that J has periods of ups and downs which may or may not be associated with her attained puberty and menstrual cycle. During times of depression, she seems to withdraw into herself and regress in behavior (i.e., at one point she was soiling herself). There has also been some concern about her overt friendly actions toward males. J is currently being seen in psychotherapy in an attempt to better understand her behavior.

J was quietly sitting in the waiting room when the examiner entered. Upon being introduced, she extended her hand to shake hands and then easily arose, took hold of the examiner's arm and followed him to his office. Throughout the session she was pleasant and cooperative.

J was able to carry on a conversation with the examiner. She knew her birthdate, was able to describe her ride up from D-46

Salem, some of her activities in school and things she liked to do. When asked what she liked most she said "music" and then said the words to her favorite song "Winchester Cathederal." When J became excited or enthusiastic about something her head would tilt to one side, her hands would shake, and her legs and feet would jiggle up and down. At other times during the session J laughed or smiled with no apparent reason, but this did not seem to detract attention from the tasks at hand. She related that her favorite time is bedtime because she can "think." From her report there is probably considerable fantasy.

On the Verbal portion of the WISC, J achieved in I.Q. of 48. In an evaluation two years ago, J achieved a Verbal I.Q. of 60 on the WISC, but it is important to note that when her present protocol was compared with the previous one, she seemed to be responding on almost exactly the same level which accounts for the drop in IQ score. In fact, many of her responses (whether right or wrong) were exactly the same as before. Many responses seemed to be concrete free associations to parts of the question. For example, "you walk with your legs and throw with your...knees" or "what should you do if you see a train approaching a broken track?...stay off the track."

In some areas J's performance was poorer than two years ago. For example, she previously was able to count blocks correctly. This time, although she could count to 9, the number of blocks in her hand didn't correlate with what she was counting. Mrs. R, her teacher, reports that her performance on a task such as this has always been variable. No matter how often this is worked on in school, J has never been consistent in counting correctly from one day to the next.

Throughout the test J's performance was uniformly low with almost no scatter among the sobscale scores. The results indicate she is currently functioning in the moderately retarded range intellectually.

In summary J seems to have leveled off in her intellectual functioning as measured by the WISC. However, she has developed considerable social awareness and is able to generally interact with others as is demonstrated by her conversation with the examiner, her ability to speak with her family on the phone, and her ability to assume responsibility for simple tasks at school.

Russell Jackson, M.S. Frederick H. Kanfer, Ph.D. Intern in Medical Psychology Professor in Medical Psychology/cw

9		198				
RSONAÎ	RSONAL HYGIENE	+40F				Hop How
WASI	MASHING	<b>e</b> [4]	eme ott ote	ome itto ete	ome oftl ota	TATE
Ch114	Cant	T	T	T	T	T
H	Hold hands under water in basin	×			·	
ด	Rub hands together under water	×				
3.	Reach for soap and rub it on hands	×				
	Turn on water faucet	×				
, u	Turn off mater fauget	×				
<b>* *</b>	Wash and ringe hands	×				
,	Rub hands on towel in any fashion	×				
- œ	Pry hands on towel	×				
5 0	Reach for towel	×				
, כ		×				
ָּבָּרָ בָּרָבָּרָ		×				
• • •	West trains it tourises were not					×
77						×
12.	HERE ALIC ALL INTERNO MY WINDER THE	+				

FRESONAL HYGIENE cent.  WASHING  Child sar:  14. Put towel (paper) in wastabasket.  15. Hang towel on rack after using  16. Wash part of face with hands  17. Wash part of face with washrioth handed him  19. Dip washoloth in water and wash face  20. Wring washrloth and wash  21. Wash neek  22. Wash ears and area just behind ears  23. Wash arms	Rated by:  Ashed Staff  Bated by:  Bated bated  Ititle  Staff  St	X >	×					
	L HYGIENE scnt. HING		Wash part of face with washoloth h	Wash whole face with washeloth han	Dip washeloth in water and wash fe		Wash ears and area just behind ear	

Date May Hane Staff eitit × Date ETAIL Эшви Dete Neme Firl Date eltiT e we N Name Shart Title Date Sept. X × Reved by: adequately without direction place Sit in bathtub of water without fear Play in bathrub of water with toys self independently in shower Wash self with verbal directions Cooperate in being washed while designated soap and washeloth Wash with help in shower Clean tub after bathing Play in bathtub of water self independently Help dry whole of self Help dry part of self 抗 Help use washcloth soiled towel PERSONAL HYGIENE cont. Wash self Help use Child Can: Wash BATHING 12. 13. ထ် 0, 10. oi

NAME

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rsonal Hygiene cont.	CARE OF TEETH	Child Can:	1. Cooperate in having teeth brushed	2. Help brush teeth	Spit out toothpaste and water	Brush teeth independently	5. Put toothpaste on brush adequately	Rinse test and mouth independent	Wash toothbrush	8. Put toothbrush in proper place	Find own toothbrush	10. Put cap on toothpaste tube	11. Put toothpaste tube in designated	

NAME		1196				Z951
I PERSONAL	PERSONAL HYGIENE cont.	10-4				+40 +4
D. HAII	HAIR CARE	Se:	_e	973	 မ႑း	A et
Chi.	Child Car:	usN TiT tad	neN iT ied	isn it Da	Dg.	TT:
<b>.</b>	Brush hair					×
જં	Comb hair					
ĸń	Part hair					
7	Cooperate in shampoo of hair	×				
, R	Help shampon hair					
• • • •	Shampoo hair independently					
7.	Set hair style					
-						
E. CAB	CARE OF NOSE					
Chi	Child Can:					
1.	Cooperate in wiping nose	×				
2.	Help wine nose	×				Ì
K		X				
		×	رِ			
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<b>b</b>						

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I. PERSONAI	PERSONAL HYGIENE cont.	JJZ			,
B. Care	Care of Nose cont.	To experiment	136 136 136 136 136	€ [1	7 <b>9</b> 04 973 759
Ch1.	Child Can:	Nen TT	-ad rek	De. LT. Net	T.II `
9	Put kandkerchief in pooket				×
7.	Get tissue from designated place	×			
- α	Get use and put away used tissue or handkerchief	×			
6	Perform #8 quietly and quickly				
•					
F. TOI	TOILETING				
. Chi	Child Cen:				
1.	Cooperate in sitting on toilet seat for 5 minutes	×			
<b>ง</b>		×			
**		×			
4.					
		×			
• • •		×			
		×			
- α					$\times$
•	our carried				

KAJE		h10				17
I. PERSONA	PERSONAL HYGIENE - oret.	7 7 43 2 8 10	Marie Street H. Lynne			<b>61 '</b> *k ナナ <sup>7</sup>
F. Tol	Toileting sont.	435°	PRILETING OF	(A)	eη	24 S
<b>143</b>	Child Can:	Man JiT	Nem 724 Jed	Nem Tit Tied	Nem Tit Det	Mem Tî t Det
<b>.</b> 6	Undutton slothing					×
10.	Zipper clothing (jeans or slacks)					×
11.						
12.	Fasten front button on jeans or slacks (girls)					
13.	Fasten side zipper and button or snar					×
14.	Buckle belt					
15.	Use coilet paper with help	X				
16.	Use toilet paper when reminded	×				
17.	Use toilst paper independently	×				
G. SA	SANITARY BOUIPMENT			<u> </u>		
	Cooperate in wearing sanitary equipment	×				
ณ์	Use toilet while wearing sanitary equipment without problem	×				
3.	Change sanitary equipment with help					

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PER	SONAL	PERSONAL HYGIENE cont.				
<b>.</b>	Sani	Sanitary Equipment cont.	e Ta Be Be Be Be Be Be Be Be Be Be Be Be Be	er:	<u> </u>	ме С <u>і</u> д ет.
	Chil.		Der	Mer	Ne. T.T.	
	4.	Change sanitary equipment independently	_			
	5.	Wrap and place used pads in designated place				
	•	Wash soiled elothing				
	7.	Care for self during menstrual period independently				
		,				
Ħ,	CARE	CARE OF FINGER AND TOE NAILS		1		
	<b>.</b>	Clean fingernails with nail brush				
	2	Clean toensils with nail brush				
	<b>%</b>	Clean fingernails with file tip				
	1.	Clean				
	. بر		•			
	. •9	Use emery board on toenails				
	7.	Use nail olippers safely				

Asme Chort  eltit  eltiti  eltiti  eltiti  eltiti  estal  estal  estal  fititi  estal		×	×	×	×	×	×	<b>×</b> :	×	×		×		
R cont.	Tele off undernants	o make off deans or slacks (if unfastened)	Take off jeans or slacks	Take off	Take off sh	6. Take off shirt		1000	Thite and take off shoes			Uniasten and take oil diess (ilone)	Unfasten and take oil dress (pack )	15. Unzipper and take out dress (back zipper)

Date May Name Staff × emsN Date Nemes Elvil × प्रकार के इस Put on undershorts or panties if handed garment Pick up and put on undershorts or panties from of clothing laid ready above the knee Hang jacket or coat on hanger independently ecat on hanger (with help) above feet Unsipper and take off jacket or sweater coat on hook by armhole Take off buttoned sweeter or jacket coat on hook by hood Hang jacket or coat on hook anyway up shorts or pantles if Pull up shorts or panties if SWESTER (Slip over) P. 5 Hang jacket or Take off siip I. PERSONAL HYGIENE ment. Hang jackst ीं अद्धारक है। -Take aft Child Caus Dressing 27. 38 33 मंत्र 18. 19. 22. 16. i

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NAME	Œ			<u> नेगठा</u>				735	-
Ĭ.	PERSO	IN	PERSONAL HYGIENE cont.	子中				Tas	1
	I. D	ress	Dressing cont.		Neme Title Title	Mame Titl Otate	Verne Titl Date	TITI	
	Ü	hild	Child Can:						
	a	83	Identify back from front of undershorts or panties	<b>\</b>					1
	W	83	Put on undershorts or panties correctly	<\riangle >					T
	n 1	8	Cooperate in putting on undershirt	< ;					- Independent
	•	. K	Put on undershirt if handed garment	$\prec$				.	1
	, , , , ,	32.	Pick up and put on undershirt from pile of clothing					×	Ī
			laid ready						Ī
		33.	o stille.	×					-
		京	Put on undershirt correctly with verbal direction	1	<u> </u>			×	
		35.	Put on undershirt correctly and independently	-	_	_	-		1
		FOR	9	×			-		- 1
		%	Cooperate in putting on silp	×					1
		37.	Put slip on if handed garment	+	_				
		8	Pick up and put on slip from pile of clothing laid ready	-		_		<b>&lt;</b>	•
		39.	Ident	_			-	_	1

7						270
ONAL	ONAL HYGIENE cont.					TF o
Dressing	sing cont.			6		75°
Child	Can:	Neme Tiil Oate Neme	It tI Date	Neme Liti Date	Vame Titi Date	Vame Titi Date
55.	Choose clothing suitable for the occasion	•				×
<b>1</b> 2°	Put on and fasten foundation garment independently					
57.	Put on and fasten long stockings correctly					
FOR						
8	Put on shirt correctly with verbal direction					
, c	Button shirt correctly down the front	_				
, ,	Š.					
<b>.</b> 3						
<b>.</b>	cooperate in putting on wousers					
62.	Put on trousers					
63.	Fasten trousers at waist					
, 18	Zip trousers					
65,	Put belt through balt loops					
3 3	Fasten belt					
67.	Put on tie					
•						

NAME I. PERSC

		<u></u>	_			_
		h 9!				(9.
SONAL	SONAL HYGIENE cont.	チチ				
Dres	Dressing cont.	978°		6	9	6
Chil	Child Can:	Name Titl Otad	Name TitI Date	отей It iT eted	Memo Ltil Ota <sup>(</sup>	omeN 1111 6180
88	Knot tie correctly					1 1
.69	Match coat and trousers of a suit correctly		,			·
FOR	FOR BOTH SEXES					
70.	Cooperate in putting on socks	×				
77.	Pull up sock that has been put over toes	×				
72.	Put on sock if handed to him	×				
73.	Pick up and put on sock	×				
74.	Turn sock so heel is in correct position					×
75.	Put on socks correctly and independently					×
76.	Cooperate in putting on shoes	×				
77.	Put on shoes with verbal direction	×				
78.	Put shoe on correct foot independently	×				
79.	Pull laces tight in shoe					
80.	Cross laces to begin tie					
81.	Tie simple knot					1
82.	Tie bow knot					

TNG A		Reted By:  Veme Start  eltite  bate Set 1964	Vame etti etad	Vame Elti ete Oate	Meme Titi eted	Ash May, 1967
2. Sit down a 3. Sit down a	down at table with help down at table without help	< ×				
4. Sit quietly 5. Sit quietly	quietly for part of meal with supervision quietly for all of meal with supervision	××				
Sit		××				
7. Can feed self. 8. Rat food only	feed self somenow food only with fingers					
Bat	some foods with fingers	×				
10. Eat withou	Eat without undue persuasion	×	_			
11. Eat only a	Eat only soft foods	-				
12. Chew food	Chew food partially	×				
13. Chew food well	Well					
14. Est only	Est only a few foods	_				

7						
	: Aq	ज क्रम चुक्				
EATIN	EATING AND TABLE SKILLS CORF.	5 e 7 e T	eT.	€; Ţ	<u></u> 9€	J e
Child Can:		TIL	Tit	mek tii ted	MeN Tit Det	nsh fit Det
15.	Eat most foods	X				
16.	Eat whatever is offered					
17.	Use spoon with help					
	Use spoon independently	×				
9	χ <sub>±</sub> ο; esn	×				
6	Use krife for spreading					
5 6	Use knife for cutting					
,	Has fork adge for cutting					
, K	Drink from enr with help					
ה ל	Drink from cup alone	×		į		
ָּבָּ ק	Drink from glass	×				
, k	no minament	×		. <u></u>	a	
8	Hss rackin with help				وليد ،	
28.	Use napkin when reminded	×		14041 -	At tos	

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(2		hye				296	
EATIN	EATING AND TABLE SKILLS cont.	7.745°	J.	ु ।	:78	11 5 61 61 61 61 61 61 61 61 61 61 61 61 61	
Child		Dat	Mem Tit Det	meN ttT fed	neV fiT fad	17.7	
8	Use napkin without reminder	×					
, ,	******* ******************************			b,			
e R	Ford Lepton and 11 in a on floor	×					
i i	Bat Wiener Spiriting on table						
, , , , , , , , , , , , , , , , , , ,	ERUNT OF THE PROPERTY OF THE P					×	
55.	Use bread or linger for Pusher						
抗	Request seconds						
35.	Ask for seconds quietly	,					1
%	Wait quietly for service	<b>\</b>					T
57.	Raise hand for service	× >					ž
38.	Say please	< >		-			
33	Say thank you	<		_	<del> </del>	×	j
10.	Maintain good posture	!		_	_	1	:
<u>ц</u> .	Mait patiently until excused	×			-	•	- 1

II.

ATING AND TABLE SKILLS cont.  Third Gan:  12. Use appropriate table conversation  13. Refrain from improper actives  14. Wash after eating independently  15. Wash after eating independently  16. Wash after eating independently  16. Wash after of dry food  19. Pass plate of dry food  19. Pass plate of dry food  19. Pass plate of dry food  19. Serve self and pass blatter of meat  19. Sorve self and pass platter of meat		+1				
puropriate table conversation  in from improper actes  after eating with help  after eating with reminder  after eating with reminder  Appropriate cilverware  Appropriate cilverware  plate of dry food  milk on cereal  syrup on hot cakes, etc.  e self and pass dish of juicy food  e self and pass platter of meat		eme Stor	9T.7	e.24.	7 <b>10</b> [f]	9777
	Can:	usN TT	eV tT	ŗΤ	ŁT BA	T
der tily fruit juicy of mes	Use appropriate table conversation					×
der tily fruit juicy of mes	Refrair from improper actses	×				
nder ntly fruit juicy of mes	Wash after esting with help					
i t	Wach after eating with reminder	×				
appropriate cilverware  spercyriate cilverware  bowl of cookies  plate of dry food  self and pass bowl of fruit  re self and pass dish of juicy  re self and pass dish of juicy  re self and pass platter of mes	To the section of the Andenandentily					
appropriate critical and pass bowl of fruit  rescription cereal  result and pass bowl of fruit  result on cereal  result and pass dish of juicy  reself and pass platter of mes	TREE TO THE TREE TREE TREE TREE TREE TREE TREE					
dry food  d pass bowl of fruit  cereal  n hot cakes, etc.  nd pass dish of juicy  nd pass platter of mes	Use appropriate cirveina:					×
ry lood pass bowl of fruit real ot cakes, etc. pass dish of juicy	Pass Cowl of Gookees					×
pass bowl of fruit real ot cakes, etc. pass dish of juicy	pass plate of dry lood					
akes, etc. dish of juicy	Serve self and pass bowl of fruit					
uicy f mes	Pour milk on cereal					
uicy f mes	Pour syrup on hot cakes, etc.			2		×
	uicy		4			

MAMB.

57.28 C STATE. Name Date emen DateAp ote e men X et.a ELTIT Name Here Staff Rates by: Seems depressed when going to school from residence school. to school from home Daydreams to the point where routine activities \$ to feel unwanted by adults at school to feel unwanted by other children depressed when going from residence Seems dapressed when left to own devises\_ Seems depressed during group activities Gives inappropriate reason for crying unwanted by family Cries with no observable reason Can explain reason for crying Seems depressed on returning in evening YCHOLOGICAL ADJUSTMENT to feel Seems depressed are halted. SELF ADJUSTMENT Appears Appears Child: 12.

		196				798
YCHOLO	KCHOLOGICAL ADJUSTMENT cont.	770		erent jacker		
Self	Salf-Adjustment cont.	_	eu - Eu	ET:	e Tq	re <b>W</b>
Child:	Ď.	MeM :	neN fiT fad	Nau TîT Dat	nen Tit Ped	TI
14.	Giggles when nothing seems funny to observer	-				
15.	Does not explain what is funcy when he giggles	_				
16.	Giggles when obviously hurt			i		
1.7.	Uses foul words to get attention				:	
18.	Chrsms others to show auger					,
19.	Curres to express frustration				\ \ -	
8	Purposely injures self by biting parts of body					
ਹ	Purposely injures self by tearing slothes					1
ૹ૾	Purposely injures self by banging head hard	_				
23.	Throws tentrums					
त्तुं	Seeks protection from adults	×				
25.	Seeks affection from adults					X

Dated ste smell electrical × Date etati ears / Neme Title Rated by: Expresses fear that parents will punish for Displays little emotion about visits home Is well adjusted to school-home changes Is eager to go home, but does not cry other family member punishment at home Is homesick and cries to go home Expresses fear of mother Expresses fear of father mis-behavior at school cont. of of PSYCHOLOGICAL ADJUSTMENT Expresses fear Expresses fear HOME ADJUSTMENT Child: 6 3

Date May

Date

Henne Staff

			方列				2751	
CHOLO	CHOLOGICAL ADJUSTMENT cont.		b1 '7				to	
SOCI	SOCIAL ADJUSTMENT	0.75 q pe	dos	e'T:	<b>0</b> [:	<u>e</u> _[2		
Child:		⊕meV		New Tit Dat	meN fit fad	neV tiT tad	Nen Tit Det	
• 	Approaches other children with hostile intent		_					
ď	Rejects friendly approach of other child	-	一					
ķ	Tries to hurt younger children							$\neg \iota$
4.	Is oruel to animals	-	1					
ķ	Objects to taking turns							
•	Takes playthings away from others					_	ļ	
7.	Takes food away from others	_				_		
- α	Twice to nlow with others						×	
•	TITES OF THE PROPERTY OF THE P	-						
6	Is rejected by others in informal play	+					>	T
10.	Is accepted by others in informal play	+			1		4	$\neg$
11.	Remains near group but does not participate	$\dashv$			$\bot$			T
9								
, גר	Can carry on a conversation		×					
· =	Initiates conversation		×					\
• † † •								

ບ

y another child y adults said by sa other other children child n child n child from adults from adults sirs	79517	Feys - s	emen Name Titi Tomen Titi Tomen Titi Titi		×	×			×	×	×	×		×	×	×	
		cont.	cont.	questions asked by another shild	questions asked by adul	phrases said	Uses nonsesse and made-up words	Shows affaction for some adults	same other	about absent or ill	Says he dislikes a certain child		something fo	Is eager for recognition from adults	from	Seeks protection from adults	Too mothing of hills at

III.

X Hod Semen eltit Date emsN oms// **O**ste ComeN elfil :vd betaA opposite sex always honest (less self-assertive) Argues when he does not get his own way Seeks to play with child of same sex Is considerate of other children strong self-assertion Joins peers in common cause Seeks to play with child of but is not Is courteous to adults Cooperates for reward Cooperates for praise PSYCHOLOGICAL ADJUSTMENT cont. Enjoys "rough" play self-sonfident SOCIAL ADJUSTMENT cont. Knows honesty. Tattles Shows Child: 10. ļд. 38. 39° 3% 31. 30° 32.

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NAME			<u> </u>			سترسيد	<u> </u>
111.	PSYCHOLO	PSYCHOLOGICAL ADJUSTMENT cont.					40) 40)
	c. soci	SOCIAL ADJUSTMENT cont.		_ e T	_eTa	ғө 13 <u>ө</u>	17 eq 47 e 20 c
	Child:			New FFT Dar	Nez Tit	De.	Ner TT De
	77	Shows self-control	×				
	, K	Riter rails					
	· :	Hee e chort attention sman	×				
	• <u>•</u> <u>•</u>		_				
		To Ton					×
	. to.	a garajorda a si					×
	· / †/	Understands whe meaning of recording to the recording of others					×
	• o <del>t</del>						×
	· 6						×
	R				- منسوع		×
		Souther arguments quietly without					×
	76.						×
	ंतं	n ng	×				

3		hyb				770
CHOLOG	CHOLOGICAL ADJUSTMENT cont.	750				iko Ho
SOCIA	SOCIAL ADJUSTMENT cont.	eT:		e T:		eta
Child:		Nem	Men Trt Jac	Nen Tit Det	De	LT.T.
ה	Understands and follows simple directions	×				
; Y						×
· [	To emerge of time but femores it	 				
÷ 8	l					×
ė i	ASES MANY					×
; ;	Dees wie take accounting the					×
8 4	The independent					×
• 65 61	Te concerned only with the immediate	×				
i K	Can anticipate					×
· 2	Ta indecisive					
	Con meles decisions					×
; ž	Can initiate a game or play with snother child					×
£7.5	•					
•	to pure view					

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		9 T	Nam Tit Dat								
	A STATE OF S		Mem Tît Jed								
		6 3	Nem Titi Dat								
796	**************************************	105 e	ne! [ji] jeQ				:	X			H
	PSYCHOLOGICAL ADJUSTMENT cont.	SOCIAL ADJUSTMENT cent.		Shows sex antagonism	G3 #08		TS Degiming to seres one or an unitage st	Seeks praise for things well done	Ts selfaconscious		
	PSYCHOLO	c. soci	Child:	68	9	• 0 6	ဦ.	71.	30.	, , , , , , , , , , , , , , , , , , ,	12°

III

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Date \_ttf<u>t</u> emeN Date Mame 6 [tiT Date e 1 ttl e me N × emeN Date Sent, 1964 *₹₹₽***25** өшчү × Rated by: sitting position Walk holding hand (another person's) pattern in homolateral pattern Freep in homologous pattern in homologous pattern Stand up w thout help from Malk holding to furniture Freep in cross pattern without support in cross pattern reep in homolateral Creep in any fashion amy fashion tand with support IV. PHYSICAL DEVELOPMENT ij Stand Can: Crawl rawl MOBILITY Child

2701 Mame ( = 141T Date Name Title Date emeN ē1jiT o itti Date omsN Meme 54off Rated by: steps by wall without another person's help flight of steps without using railing Climb flight of steps with a railing (both feet on each step) steps (one foot on each step) step without help Walk alone inside building step with help Walk alone on sidewalk steps with help Walk following wall Walk down ramp Walk up ramp steps PHYSICAL DEVELOPMENT Walk down Walk down ಹ Climb Climb Climb Child Can: MOBILITY 25 8 क्रं 18. 19. 8 ਹ 15. 16.

700	 75 710	omen		Walk forward on command	Welk backward on command	Turn head from side to side	Turn head to right side on command	Word head forward on command	Wed heed beckmyng on command	The man of the state of the sta	MOVE BITH(S) to 1810	
		Date Name Lttl Date										
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ICAL	ICAL DEVELOPMENT				7 40, 70 00,
MOBILLITY	Q Z	(r)	Tea Tea	6. T	₩°, Z⊕ τ° Э
टभरा द	Can:	tiT tad man man	Det Men Tit Det	Det	na <b>N</b> fiT faG
<u>.</u>	Clap hands (on sommand)		_	a	×
· -	Men heredo to schuthm				×
1 9	Church Con Commend				×
!	Seamp took (or contained)				×
<u>.</u>	STRING TOUR THY CHAIR				×
主	eump (get bout teet at attact)				
÷ ;	Broad Jimp Hon on one foot				×
<u>.</u>	Hon on ei there foot				
<u>1</u> α.	Hon (al terrating feat)				
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Ř G	S1134				×
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IV.

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H	SICAL	HYSICAL DEVELOPMENT:	क्रिक्ट क्रिक्ट राज्य	-	6		How Dear	
•	MOBI			emsk 1411 etsd	emeN IttI ets0	Name Titl Oate	emeN IttI etad	
	E.	Run we thout help but touching another person			1	l	×	
	Ŕ	Run freely any pattern					×	
	55.	Run freely cross pattern						
	8	Run fast on command					×	
	57.	Walk slowly on command	×					
•	PHYS	PHYSICAL SKILLS						
	<del>ا</del>	Do 1 or more forward rolls						
	ູດ <b>່</b>	Do backward roll						
	ĸ	Do (number /0) sit-ups			_		×	
	4	Do (number 8) push-ups					×	
	r,	Do (number ) pull-ups						و محسمیم
	•	Climb rope						
	7.	Throw a ball					×	
	<b>&amp;</b>	Bounce a ball			(manip		$\times$	-

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YSICAL DEVELOPMENT:		مور معنود دورود مورد مورد و بورو مورد مورد مورد	1997 ANGERTAL SERVICES OF SERV		470
Physical Skills	9	9	( <del>)</del>	ej	
Child Gan:	Name Titl Date	New Titl	Det: LT4: New:	Name Titi Date	Memer L'L'T cted
9. Kiek a ball					×
11. Walk a balance(47 beam for 6 feet					
12. Walk a balance(4,) beam for 8 feet					
(Stall hars)					×
14. Squat	<u> </u>				×
15. Do standing push-up for ward 001/s					×
					×
					×
(Horizontal Bars)					
18. Boy's pull-up			_		
19. Girl's pull-up					×

NAME

IV.

	Name Name Name Titl Date Titl Date Date Date Date				*	×	×			a f			<b>×</b>	×
SICAL DEVELOPMENT: Physical Skills	Child Can:	20. Stunt: Skin-the-cat	21. Stunt	(Games)	22. Play London Bridge	23. Flay Simon Says		7	1. Play in splash pool (small)	2. Sit in splash pool and play	3. Play with water toys in splash pool	4. Enter large pool with help		

KAME IV.

× Jeme N Eltil Bied emsN and beden position Wade around shallow and of pool without help Float in prone position and regain standing Glide in prone position using flutter kick Turn head to breath in rhythmie pattern pool without edult pool with adult Expel breath under water Float in prone position Hold breath under water Submerge head in water corner of Stand in somer of Be relaxed in pool Put face in water PHYSICAL DEVELOPMENT: Pritter kick Stand in Child Can: SWIMMING 18. 19. 17. 15. 16° () () 13. 10° **φ** 6

D\_C-36\_J

NAME

W.

News Trele Hand Start Dated Rational Days Combine arm and leg stroke, and shythmic breathing Combine arm and leg strake in prone position Float on back and regain standing position Jump into deep sad, level off and swim Thur over without touching bottom Change direstion while swimming Jump into shallow end of pool Standing dive PHYSICAL DEVELOPMENT: Dog paddle Beak Most Chill Can: C. SWIMING 83 Si \*\*\* Lin Cil **%** FJ و الاران الاران 3

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IV.

#### CHILD K

# DEVELOPMENTAL HISTORY

Child K, a girl, was born prematurely, weighing three pounds four ounces, and was in an incubator for six weeks. She was six months of age before she weighed five pounds. She sat at one year and did not walk until three years. At six years she had only a minimal amount of spontaneous speech. During examination at the University of Oregon Medical School she was described as very negative, irritable and extremely timid and fearful.

Her nursery teacher described her first day at school

as:

- K "sits on the floor with her hands made into fists l. covering her eyes.
- K shows fear of anything that touches her body.

K rejects all toys placed in her hands. K does not speak but cries continually.

K does not respond to words spoken to her.

K will walk, but only when placed on her feet and led

by an adult. When motion is stopped by the leader she wants to sit on the floor again." After twenty days at nursery school K had not cried for three days and had walked a few steps holding onto her blanket. She seemed to walk better with an object in her hands.

K attended the nursery for eighteen months. enrolled in the residential school at about age five.

K was the child of migrant workers who have remained in the area near and around the residential school. worker's report states that as an infant she and her siblings were cared for by the maternal grandmother while both parents worked in the fields seasonally. The housemother at the residential school reported that at age five K had no real communication except by crying or not crying. She could repeat after one "ma ma, Da dy, bye bye, ni ni." She was She could not feed herself and resisted not toilet trained. She had no interest in toys other than holding being fed. or flipping a piece of paper or string in her hand. Anything else put in her hand was immediately thrown on the floor with She resisted other children being near no interest shown. her. She was a poor sleeper, late going to sleep and often awake for long periods during the night. She was a bed wetter and dribbled during the day.

#### MEDICAL

"Totally blind child with retrolental fibroplasia with Ancillary history of no demonstrable neurological disorder. uninary dribbling." was the summary of evaluation at the D-48



University of Oregon Medical School. Referral was made to the urology clinic. Under treatment the bed wetting and dribbling stopped. Hearing was normal.

Psychological evaluation, using only the verbal items on the Stanford-Binet yielded in I.Q. of 51 in 1965 and 48 in 1967. Comment is made that "K did well in defining the various vocabulary words, however her speech when responding to these items took an extreme effort because of her stuttering. When the examiner patiently waited for her response, she was able to express what she knew. Before the test was over, and particularly when the examiner went back to some easier items, she became much more comfortable and her stuttering disappeared."

## PERSONAL HYGIENE

Because K had been in school for six years before the beginning of the demonstration program, she had learned most of the self-care skills we charted. She needed help with her hair and in using sanitary equipment. On the whole she does very well in the routines she has been taught.

## EATING AND TABLE SKILLS

K shows the same type of learning in eating and table skills as in personal hygiene. Her progress has been slow but in six years time she has learned most of the fundamental skills. She does not maintain good posture, but tends to hold her head down over her plate.

### PHYSICAL DEVELOPMENT

K has matured into a well formed young girl and takes pleasure in active gymnastic exercises. She still resists new learning which has hampered her in some exercise skills.

## PSYCHOLOGICAL ADJUSTMENT

K has not made as much progress in psychological adjustment as she has in routine self care skills. She is still irritable and tends to become upset. She will not discuss her problems except with those she itrusts well and sometimes it is hard to get her to listen enough to know who is trying to help her. When she is reached, she can be reasoned with and follow through on the advice. Expectations that are a little too high result in increased tension. She reveals this by stuttering and long pauses in conversation.

K did show a very normal development by becoming interested in one of the boys in the program, and as he returned the interest there was the usual teasing behavior as often seen in young adolescents. If C did not tease K, K

D-49



would say, "C, you're not teasing me." They were loud and used poor judgment, but it was gratifying to see so normal a development. Either one became anxious if the other was absent because of illness or family travel. They have retained this liking for one another and one of the effective rewards for good behavior or accomplishment in difficult work is to allow them to "visit" one another.

### CLASSROOM PERFORMANCE

Academic skills have come so slowly to K that she has really not learned any written skills and her oral numbers are confined to counting and numbers under ten. She does have concepts of big and little, up and down, etc., and a concept of time in a simple form, but only after an excessive amount of drill.

On the other hand she has progressed to excellent exploratory skills and gets more out of a field trip than many other children. She recalls these experiences well. Her interests remain at a first grade level in listening material. Her finger skills are good and she can learn craft skill. She enjoyed making pottery even on the difficult potters wheel we tried to use.

#### RECOMMENDATION FOR PLACEMENT

It would seem that K should be able to work in a sheltered workshop situation if she can receive adequate training and help in adjusting to such a situation. She will always need to be in a supervised situation. For the present a special class placement in the residential school seemed indicated with stress on the pre-vocational skills and none on academics.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL February 28, 1967

K was referred for an intellectual evaluation by the Oregon School for the Blind.

All the time while K was in the waiting room she was actively involved manipulating and playing with various objects, particularly the tinker toys. She was able to fit several pieces together. K easily came with the examiner and once in his office sat quietly in her chair. She appeared not to have any of the mannerisms generally noted in the blind children previously seen from the multihandicapped program (i.e. rocking back and forth or sticking her fingers in her eyes). However, she nervously played with her fingers or crinkled her dress for most of the session.

K could carry on a limited conversation about specific things found in her daily routine, but not a more general D-50



interaction. When asked about her relationship with one of the other students she told of some of the things they did together. An example of her reasoning is as follows: "I like him. He has some shaving cream and now shaves. I would like to shave...because then I could have some shaving lotion. It smells good."

Using only the verbal items on the Stanford-Binet, K achieved an MA of 5-8 with the resulting prorated IQ of 48. This score is consistent with her previous IQ of 51 on the Binet of 1965, and suggests she is consistently functioning in the moderately retarded range. K did well in defining the various vocabulary words, however, her speech when responding to these items took an extreme effort because of her stuttering. When the examiner patiently waited for her response, she was able to express what she knew. Before the test was over, and particularly when the examiner went back to some easier items, she became much more comfortable and her stuttering disappeared.

This girl responded well to reinforcement. She worked enthusiastically at counting blocks because she could succeed and was reinforced. As the items became more difficult she would often say "I don't know that yet" which indicates she is aware of the expectations of society.

It is reported by the school that K is doing very poorly academically and has made little progress in the past two years. She does not read the regular size braille, but can read some words when using map tacks to make the braille designs. Her ability to count and define words at the six year level but missing the more abstract items suggests she is functioning at about the beginning of the first grade academically. This is thus consistent with the school report.

The school reports that K has continued to make modest gains in her social interaction, communication skill and self help skills. She appears to be functioning somewhere in the 6 to 7 year range as estimated by the Vineland Social Maturity Scale. She has been able to assume a number of responsibilities at the school. For example, she can make her own bed, clean the bathroom sink, and run the carpet sweeper.

In summary, it appears that K is presently functioning in the moderately retarded range intellectually and has almost maintained her past rate of growth. She is still extremely anxious in new situations, but the fact that she was much more at ease before the session was over, suggests she is becoming more capable of adapting to new situations.

Russell Jackson, M.S. Frede Intern in Medical Psychology Profe D-51

Frederick H. Kanfer, Ph.D. Professor in Medical Psychology/cw



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HANG KAIRIE	A. WASHING	Child Can:	I. Hold hands under water in basin	2. Rub hands together under water											

×						196	
RSONAL	RSONAL HYGIENE cont.						. 1
WASHING	LNG be	<b>6</b> 7 eq	- FI	 6.ታ	€रु	2 em elt Met	
Chil	Child can:	Til	Ner Ti-	De	LT LT BQ	TI	
-	1), Put towel (paper) in wastebasket	×		1			
•	The second of th	<b>×</b>					1
17.	Hang towel on rack at yet water						
16.	16. Wash part of face with hands						
ţ	West next of face with washeloth handed him,	×					
• } 1	וומסוו המים ביים ביים ביים ביים ביים ביים ביים ב	<b>×</b>					
18.	Wash whole face with washeloth handed him						
C	nin weshaloth in water and wash face	×					
• •		2				×	
20	Wring washeloth and wash	,					
2	Wash neck	×					4-
;		×		,	:		
ૹ	Hash ears and area just bening our	,					
23.	Wash arms	<					4-
)							

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PERS	ONAL	PERSONAL HYGIENE cont.	51 F	and the A. P. Ship or a property of			bi the
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	Chil	Child Can:	iT Da	T.I	îT	TI	ŗΤ
	H.	Sit in bathtub of water without fear	×	Ì			•
	હાં	Play in bathtub of water	×				
	ķ	Play in bathrub of water with toys	×				
	4.	Cooperate in being washed while in tub	×				
	ις	Help use washcloth	×				
	•	Help use soap and washeloth	×				
	7.	Wash self with verbal directions	×				
	တ်	Wash self adequately without direction	<b>×</b>				
	o'	Wash with help in shower					×
	10.	Wash self independently in shower					×
	11.	Help dry part of self	×				
•							

×

×

Put soiled towel in designated place

Dry self independently

Help dry whole of self

12.

Clean tub after bathing

×

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		bet														
	Personal Hygiene cont.	CARE OF TESTH	Child Can:	Cooperate in having teeth brushed		Snit out toothouste and water			The coordinate of the independent						Put tooungaste tuoe in designated	
KAME K	I. Personal	C. CAR	Chi.	1	۵	i ek	٠ ـ	<u>.</u>	· ·	<b>.</b>	<u>•</u> α	• c	. ;	or i	i ;	12.
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PERSONAL HYGIENE cont.	.Kq				
HAIR CARE	e It	ame itie ate	eme 111e	eme itie	sme itti ete
Child Can:	sV tT	T	T	I	ī
1. Brush hair	X				
2. Comb hair	×	· c			
3. Part hair					
L. Cooperate in shampoo of hair	×				
	×				
6. Shampoo hair independently					
7. Set hair style					
CARE OF NOSE					
Child Can:	;				
1. Cooperate in wiping nose	×  ;				
2. Help wipe nose	<b>×</b> :				
3. Help blow nose	× :		$\perp$		-
4. Blow nose when handed tissue or handkerchief	X;	-		_	
5. Put used tissue in wastebasket	<b>\</b>	_		-	

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SONAI	SONAL HYGIENE cont.	140	agantiman distri		gradictical (CA)	(C) (C) (C) (C) (C) (C) (C) (C) (C) (C)
Care	o of Note court.	75 es	e jij	<b>6.</b> Ld	em e 14 e 4	641.4 641.4
Chilà	Can:	New Fil	Val T1	vel 11 12	D.T. L.T.	स्य
Ś,	Put handkerchief in pooket	×				
7.	esignated place	×				
- 00	Get use and out away used tissue or handkerchief	×				
o d	Perform #8 outstlv and duickly	×				
TOI						
Chi	Child Can:					
°	Cooperate in sitting on toilet seat for 5 minutes	×				
, d		×				
W.	Cooperate in using toilet for urine (sitting)	×				
	Cooperate in using toilet for urine				·	
ע ל	Ask to use toilet	X				
, 4		×				
,		×				
- φ		×				

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ERIC Full text Provided by ERIC

Date May, 1967 Mame Staff e Li II X etad emeN etsa Titl ЭшвИ Date emen Tass etad × × Sems V X × Rated by: equipment without (girls) Cooperate in wearing sanitary equipment slacks SIBL with help sani bary S. slacks) r. and button Use toilet paper when reminded Use toilst paper independently jesms jesns paper with help Change sanitary equipment Zipper clothing (jeans or Use toilet while wearing go Fasten front snap on Fasten front button Fasten side zipper Unbutton clothing SANITARY EQUIPMENT RSONAL HYGIENE cont. Buckle belt Toileting cont. Use toilet problem Child Can: જં 1. 17. 16. 13. 15. 10. 12.

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<u>د</u>		K					151 J	
PER	SONAL	PERSONAL HYGIENE cont.						
•	Sani	Sanitary Equipment cont.	मु⊜_	me tle	em. 6 [ t. 6 t.	emu _6[j] _6j,	Tejj	
	Child	Can:		BU LT LT BO		tΤ	ξ.T.	
	4.	Change sanitary equipment independently						
	5	Wrap and place used pads in designated place						
	, v	Wash soiled clothing						
	, ,	Gara for salf during menstrual period independently						
	•							
Ħ	CARE	OF FINGER AND TOE NAILS	_					
	<b>,</b>	Clean fingernails with nail brush					×	
	i	Close tooneils with neil hrush	_				×	
	i i	Cleam condition in the file time.	_					<del></del>
	'n	Clean Ingernalis with the city	-					
	4	Clean toenails with file tip	8					
	5	Use emery board on fingernails						<del></del>
	•	Use emery board on toenails		-				
	7							

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ERSONA	ERSONAL HIGIENE cont.	774		200 CONT. 12		1-h 24
• DRE	DRESSING	hete elu elu	erc	eq	- გემ ქმ	
Chi	Child Can:	nsN Ff	nsN fiT fsQ	isn fit so		LTJ
1.	Take off underpants	×				•
ี ด่	Take off jeans or slacks (if unfastened)	×				
ĸ.	Take off jeans or slacks independently	×				
, <u>,</u>	Take off T shirt	X				
, r	Take off shirt if unfastened	×				
, %	Take off shirt	×				
7°	Take off socks	×				
. «		×				
ď	Untie and take off shoes					×
10.	Take off dress if unfastened	×				
11	Unfesten and te					×
12.	Unfasten and take off dress					
13.	Unzipper and take off dress	×				
11.	Unzipper and take off dress (back z					
†	- codd-min					

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ONAL	SONAL HYGIENE cont.			الله د میسد استخواه استوران		150 150
Dressing			8	9	9	<del>-</del> <del>8</del> 7
Child	Child Gan:	Sura Lt lT	Mema TûîT Dete	enen LylT Hybr	Meme TitT Date	meN SIT JEU
15.	Take off slip	$\times$				10.
16.	Take off sweater (slip over)	×				
6.	off buttoned	×				
18°	and take off jacket	X				
19	r coat on	×				
8	jacket or	×				
5	jesket or coat on hook by	×		gart religiosistic constitue		
,	Hang iscket or coat on hanger (with holp)			<b>Milan Markey</b> (4 of l		×
אָ נְי						
ה	Pull up shorts or panties if above the knee	×	a valet ch.*	ale to the but		
, K	up shorts or panties if	×	ge også å varden.			
8	n undershorts or panties	×	yj,nggy dae 'n			
27.	Pick up and put on undershorts or panties from pile of clothing laid ready	×	) and other specializations.			

Date <u>etttī</u> **ешв**И etad 61411 eure etal <u>e</u>tttī etad <u>etttl</u> oms N Date Sept X X X X 33 Same Rated by: clothing Identify back from front of undershorts or panties Put on undershirt correctly with verbal direction clothing Put on undershirt correctly and independently of Pick up and put on undershirt from pile laid ready Put on undershorts or panties correctly Identify back from front of undershirt of Put on undershirt if handed garment Cooperate in putting on undershirt put on slip from pile Identify back from front of slip Put slip on if handed garment Cooperate in putting on slip PERSONAL HYGIENE cont. Pick up and laid ready GIRLS ONLY Dressing cont. Child Can: 39. な 32. <u>K</u>

NAME		K		h761			<u> </u>
Ĥ	PERSONAL	PERSONAL HYGIENE cont.	-704	14			tot.
	I. Dres	Dressing cont.	 67	£7 <u>€</u>	fJ 9 we	те 614 еђ	me∑ elt ette ette
	Child	Can:	Ner	ien IT	De Ver		ŢŢ
	70°	Put on slip correctly with verbal direction	×	_			•
	中。	Put on slip correctly and independently	×	1	 <del> </del>		
	ाहिः ।	Cooperate in putting on a dress	X				
	113.		$\stackrel{\times}{\rightarrow}$				
	**	Pick up and put on a dress from a pile of clothing laid ready	×				
	15	Iden	×				
	\ <u>\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ </u>		× _				
	17	Put on a	X		_		
	<u> </u>	Fasten a dress which zips in	×				
	.6 <del>1</del>	Fasten a			_		×
	e R			-			-
	7.	Fasten a dress which buttons in back	_	+	-	-	>
	52.	Fasten a side zipper	-	-			<b>\</b>
	53.	Fasten belt in front		-	_		X
	年.		_	-	_	_	

emek eitit etad Veme OftiT eta O Put on and fasten foundation garment independently Put on and fasten long stockings correctly Choose clothing suitable for the occasion I. PERSONAL HYGIENE cont.
I. Dressing cont. 53

Name Staff 17116 Date May, L'

Vame Title Date

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56.	5/. Fut on and lasten tong successed of the successed of	_
FOR	FOR BOYS ONLY	
3	58. Put on shirt correctly with verbal direction	-
į		
29	Button shirt correctly down the front	7
, ,	The state of power of power of the state of	
8	and the stime morning	
619	Cooperate in putting on trousers	Т
9		—-
• 70	Topic of the control	
42	Pasten trousers at waist	7
5		
6	Zip trousers	1
} !		
٠,	rate different area against a real regularity and and	
99	Fasten belt	7
9.	Put on tie	Į

NAME		X		pro				Z11
i		PERSONAL HYGIENE cont.	NE cont.	770		د نوسی ، حص		150 150
	I. D	Dressing cont.	ont.	75 e		Θ1	9 T <del>9</del>	91
	J	Child Can:		ms M [+tT	Mame LitT tad	Mame Tif Tate	meN JiT Jau	TIF
	•	68. Knot	Knot tie correctly					
,	•	69. Match	Watch coat and trousers of a suit correctly					
	<b>P</b> 24	FOR BOTH SEXES	SEXES	-				
	•	70. Coope	Cooperate in putting on socks	×				
	•	71. Pull	Pull up sock that has been put over toes	×				
~ 7	-	72. Put o	Put on sock if handed to him	×				
	J		Pick un and nut on sock	×				
	_		The space of heal is in correct position					×
			O					×
		76. Goon	Coonerate in putting on shoes	×				
			Put on shoes with verbal direction	×				
			Put shoe on correct foot independently	×				
			Pull laces tight in shoe	0				×
			Cross laces to begin tie					×
			Tie simple knot			_		×
		82. Tie	Tie bow knot					

		<i>声</i>					
对							
;	; A:						
EATING	NG AND TABLE SKILLS	95° 9 97 175° 9	<u> </u>	ΘŢ	:78	 	
Chi 1	Child Can:	t.T.C	maN til taC	msV fiT faC	Nan Tit	Ner LT1	<del></del>
J.	Find place at table	×					
c	Sit down at table with help	×					
<b>.</b>	are a total asthont help	×			ì		
ń	l l	*					
4.	Sit quietly for part of meal with supervision						1
ŗ,	Sit quietly for all of meal with supervision	×					
9	Sit quietly for all of meal	X	$\perp$			17,000	-
, t		×					
•					-		
ф ф	Eat food only with fingers	-					
\$	Eat some foods with fingers	×	1		·	1	i,
10.	Eat without undue persuasion	×	_				
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नं	Eat only a few foods		1				İ

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8	Use napkin without reminder	X				0
4	To a soulting					×
	rota napami	×				
71.	Eat without spilling on floor	( )				
32°	Eat without spilling on table	×				
77	Use bread or finger for "pusher"					×
		×				
į į	request seconds and offer	×				
£, ,	Ask for seconds quiedly	×				
%	Wait quietly for service					×
57.	Kaise hand for service	×				
38.	Say please	×				
33	Say thank you					
10.	Maintain good posture			1	_	
1	Wait patiently until excused	×				

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Date May Name Staff Date <u>e</u>tatl Name Date eltiT emeN Date Title ems N Date Name Store 1 Rated by: conversation juicy fruit eating with reminder independently improper noises platter of eating with help silverware dish bowl cakes, conto dry food table pass cookies pass pass cereal SKILLS on hot eating appropriate and Use appropriate and and plate of on ot Refrain from TABLE self Serve self after after after milk Pass bowl EATING AND Child Can: 16 咒。 148. 玩 16. 12.

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NAME	III.	7												

Date May Heme Statt etad Nam e Title etad Litil<u>e</u> Neme etad Name Title Tass etal Name Star eltit Rated by: for emotion about visits home adjusted to school-home changes punish but does not cry nember at home go home that parents will other family puni shment Is homesick and cries to of mother father school cont. go home, of Expresses fear of Expresses fear of Displays little mis-behavior at PSYCHOLOGICAL ADJUSTMENT Expresses fear Expresses fear Expresses fear t t HOME ADJUS IMENT Is eager Is well Child: 6 **φ** Ŗ \$ 3 તં

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Y	PSYCHOLOGICAL ADJUSTMENT cont.	SOCIAL ADJUSTMENT cont.	Answers questions asked by another shild	Answers questions asked by adults	Repeats words or phrases said by another	Uses nonseles and made-up words	Shows affection for some adults	Shows affection for some other children	bont absent or ill shild	he dislikes a ce	he dislikes	Denies having done sométhing for which he expects punishment		See	Saeks	Seeks to play with chi
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		SOCIAL ADJUSTMENT cont.	R	Seeks to play with child of same sex	Scoke to play with child of opposite sex	Access to great not got his own way		Is courteous to authos	Is considerate of other children	Enjoys "rough" play	tos for		Cooperates for praise	Joins peers in common cause	Shows strong self-assertion	Is self-confident (less self-assertive)	E	Sectional	Knows honesty, but is not always honest
NAWE K	III. PSYCHOLO	C. SOCI	Child:	ó	20 2		•16	<b>3</b> 2•	33.	34.			<b>.</b> %	57.	38.	79.		• 017	ц.

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Child:		me N trT	Mem TIT Det	meN tiT teO	neN ffT fad	LIL	
12.	Shows self-control						
43.	Bites nails						
14.	Has a short attention span	×					
15.	Is noisy	×					
1.6.	Is developing a sense of humor						
1.7.						×	
18.	Respects the rights of others						
0	Respects the feelings of others						1
8	Recognizes the abilities of others						·
, E	Settles arguments quietly with help	,					1
52.	0						$\overline{}$
73.	Is responsible for equipment					×	
तं	Understands and follows simple rules					×	
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Neme Starr Date May + Title Date o wen Date e tafi 9 ш в И Date Lifi Name tool etal Title State Rated by: child another directions immediate play with さも adults simple Has limited reasoning ability ignores the game or ot follows concerned only with aware of time but Sees the fallibility Can make suggestions Can make decisions cont. Lacks judgement Understands and ಹ ADJUS TMENT Can anticipate Is indecisive Can initiate Is punctual SOCIAL ADJUSTMENT Asks "Why" CHOLOGICAL H8 Child: 8 नुं 65. 63. 8 જુ ż 8 55. 农 4 PSY(

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	c. soci	SOCIAL ADJUSTMENT cont.	15 to	6.	9	<b>e</b> 1	97 € 17-5° €
	Child:			Neme Titi Titi Titi	Meme Tîtî Date	Mame TitT Date	MaM JiT Jad
	.89	Shows sex antagonism					
	•69	Gives encouragement to others					
	70.						×
		Seeks are for things well d			,		×
	- 61	Ts self-conscious					
	77.		×				
	4	Can finish task or project "in spite of" frustration	_ g				

Date Name Title Date Name Title Date X × TATI Date Neme Office Date 5004, 1964 × × × × Hane Start Rated by: Stand up without help from sitting position Walk holding hand (another person's) Creep in homolateral pattern Crawl in homolateral pattern Creep in homologous pattern Crawl in homologous pattern Walk holding to furniture without support Crawl in cross pattern Creep in cross pattern Creep in any fashion Crawl in amy fashion Stand with support DEVELOPMENT Stand d Can: LIT PHYSICAL Chil

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The following wall  Walk following wall  Walk down step with help  Climb steps (both feet on each step)  Climb steps by wall without using railing  Climb a flight of steps without using railing  Climb a flight of steps without using railing  Walk up ramp	CAL	ρλ:					こ
Malk following wall  Malk alone inside building  Malk alone on sidewalk  Malk down step with help  Climb steps with help  Climb steps (one foot on each step)  Climb steps by wall without another person's help  Climb steps by wall without using railing  Climb a flight of steps without using railing  Malk up ramp	<b>OB11</b>	<b>fe</b> g	_ e_	_eŢ	_ <u>eŢ</u> :	6 I:	) et
Malk following wall  Malk alone inside building  Malk alone on sidewalk  Walk down step with help  Climb steps with help  Climb steps (both feet on each step)  Climb steps (one foot on each step)  Climb steps by wall without another person's help  Climb steps by wall without another person's help  Climb flight of steps with a railing  K  Climb a flight of steps without using railing  K  Malk up ramp	hil(	Re	TIF	<b>T</b> T	Tīf	) II	18N
Walk alone inside building  Walk alone on sidewalk  Walk down step with help  Climb steps with help  Climb steps (both feet on each step)  Climb steps (one foot on each step)  Climb steps by wall without another person's help  Climb flight of steps with a railing  Climb a flight of steps without using railing	_:						
Walk alone on sidewalk  Walk down step with help  Climb steps with help  Climb steps (one foot on each step)  Climb steps by wall without another person's help  Climb flight of steps with a railing  Climb a flight of steps without using railing	• † L	Walle alone incide building	×				
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Climb steps (both feet on each step)  Climb steps (one foot on each step)  Climb steps by wall without another person's help  Climb flight of steps with a railing  Climb a flight of steps without using railing  Walk up ramp	2	(1) my etens with help	×				
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Walk up remp	, c	ы	×				
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Rated by:  Althought 1964  Substantial Sub	X Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z	×	<b>×</b>	<b>×</b>	×	*	*	<b>×</b>	×	×	×	×	*
SICAL DEVELOPMENT MOBILITY Chid Can:	27. Climb up ladder	28. Climb down ladder	29. Walk forward on command									ZR Morre arm(s) un	

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SICAL	SICAL DEVELOPMENT					ויאין פטרף
MOBILITY	d be	(+) (+) (+) (+) (+) (+) (+) (+) (+) (+)		<u>e</u> Į:	9 T	I at
Ch11	Child Cen:	Tit Dat Mem	Tit	nen ttT tad	nsN fiT fsQ	Nan Tit Dal
Lo.	Clap hands (on command)					×
- 5	Clan hands to whathm					×
<del>1</del> :	orap manas of the sourced)					×
<u>.</u>	Steamp root (of comments)					×
45.	Stamp 1956 to fig time					×
• <del>•</del>	Jump (get both rear at the part)					×
<del>.</del> 7	Broad Jump					×
<u>;</u> ;	Top on of their foot					×
• / <del>1</del> /	nop on et diet 1000 Hen (el terneting feet)				·	×
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YSICAL	YSICAL DEVELOPMENT:	dos		<b>(</b>	e	DIO C	
MOBI	MOBILITY	itti etad emsk	Tît] Date	Meme Ittl Oste	Name Ittī SteC	Neme Titl Date	
53.	Run we thout help but touching another person	×					
点	Run freely any pattern	×					
ָ ט ט	Rum freely cross pattern						
, A	Bun feet on commend					×	
i e		_				×	
.10	WALK STORTY OH COMMAND						_
PHY	PHYSICAL SKILLS						
<b>,-</b> 1	Do 1 or more forward rolls					×	
o o	To beckmard roll					×	
j N	To (number ) sittening	n.				×	
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II. Walk a Dalance(4) beam for o reed					
12. Walk a balance(4") beam for 8 feet					
(Stall bars)					×
The Sanat					×
15 Do atonding pulshamp					×
					×
imh					×
(Horizontal Bars)					
18. Boy's pull-up			_		
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	X				·	161
ICAL	ICAL DEVELOPMENT:					1/20 60 CT
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Chi 1	Child Can:	Name Titl Date	Meme Crit Tact	meN #IT #BC	Men Tit Jed	Men TIT TeQ
,	Stand in corner of pool with adult	٠				×
	Stord in gomer of nool without adult					×
•						×
<b>.</b>	tood to me					×
ဝိ	Be relaxed in pool					×
•	Flutter Kisk					×
ជំ រ						×
15.	Summerge nead in waste.					X
<b>.</b>	Hold Ereath under water					
15,	Expel greatel under water.					
10.						
18.	Float in prone position and regain standing position					
	Glide in prone position using flutter kick					
17.						

IA.

	<b>X</b>					
HYSICA	HYSICAL DEVELOPMENT:			grapt special reco		·· <u> </u>
. SWIMMING	AING AING	а е Ге	6	e e	97	
Chil	Child Can:	Name Tat Date Name Tit	Dat	Nem 3.2.T Det	Mem tit tad	
છું	Dog paddle					
ถ่	Back float					
o,	Float on back and regain standing position					,
, ¢	. S−i					
ें त	Compane arm and les stroke, and rhythmic breathing					
j d	Channe divertion while swimming					
ה היים היים	o direction in the second in t					
60. 97.	Light.	)				
8	Standing dive					•
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NAME\_\_\_\_IV.

#### CHILD L

## DEVELOPMENTAL HISTORY

Child L, a boy, was the youngest of three children. He developed normally until about age six when his parents took him to the doctor because his eating habits had changed. He was seen frequently by the doctor and treated for ulcer in the summer of 1963. His problems continued to increase and he was referred to the University of Oregon Medical School where he underwent massive surgery for brain tumor in April and again in May 1964. This was followed by radium therapy.

#### MEDICAL

Examination at the time of entry into the demonstration program at the residential school for the blind was as follows: "A male child with arrested hydrocephalus and bilateral optic atrophy, Spasticity in the lower legs, and difficulty with fine movements. Visual acuity was listed as ability to count fingers at two feet with both eyes. Blindness was due to optic atrophy due to cellular ependymoma in left ventricle. Hearing was normal.

Psychological evaluation scores of 90 and 89 I.Q. on the verbal portion of the WISC, and an SQ of 89 on the Vineland Social Maturity Scale were obtained.

### PERSONAL HYGIENE

Since L was a day student we had to rely on his mother for much information in this area. Because of his illness he had been "babied" she said, but as he became stronger and both his balance and coordination improved, his self care improved accordingly and were adequate.

# PHYSICAL DEVELOPMENT

L made slow but constant progress in walking and exercise skills. He took part in games of low organization and rhythms. He had many tumbles but was a good sport and kept on trying. He was afraid in the swimming pool but improved in getting his face under water and trying use of legs. He needed close supervision in group situations as he continued to fall frequently. No specific therapies were recommended so that gymnastics of a general nature were practiced with special emphasis on running, walking, and skipping.

# EATING AND TABLE SKILLS

L had adequate table skills but he did not accept new foods well. He made little improvement in this area.



## PSYCHOLOGICAL ADJUSTMENT

L lived at home and seemed a normal, well adjusted little boy. He had been somewhat spoiled during his illness, but was adjusting to increased demands quite well. His parents were flexible in their handling of him and gradually increased expectations. He had a good relationship with siblings and the children in his home neighborhood. He played with the more able children in the project group, but tended to get left behind and hurt when with normal children at the residential school in a free play situation. This would depress him for a little while and forced him to remain with the more sheltered group.

### OBJECT RECOGNITION

L has enough vision so that he can recognize most objects in his surroundings, and he learns the names and how to use new ones quite well. He is learning some tactual skills by seeing the other children use them.

### CLASSROOM PERFORMANCE

L made very slow progress in trying to read and write braille. Trial with print materials when he first entered the school indicated that he could not use print materials at that time. His hand shook so that any lines he made wavered and were very faint. He was in a regular class with other children his age for the social studies and science program, but was given individual instruction in braille after failing to make satisfactory progress in the group. He lacked the prebraille skills so was given many experiences in this area. During the second year his vision seemed to have improved enough so that he was put in a beginning print reading group. He made slow progress with large print. His coordination improved so that he could begin to write with a large pencil.

In all areas requiring only oral skills, u did quite well. He greatly enjoyed the field trips and asked questions indicating real interest.

## RECOMMENDATION FOR PLACEMENT

L's family moved the last year of the demonstration program. He transferred to a first grade in public school and was reported to be doing well except that his right leg had become more stiff and he was not walking so well.

## PSYCHOLOGICAL EVALUATION

Child L, aged 9 years 10 months, was seen at the request of the Oregon School for the Blind. In 1964 L underwent massive brain surgery at this hospital. At that time "marked D-53



optic atrophy" was found and he was diagnosed as legally blind. Prior to surgery, his gait had become quite uncertain and this difficulty is still present. Since this time, L has done well. His teacher, Mrs. R, reports some improvement in his vision to the point that he is able to read enlarged print at close range. He has been attending regular school classes this year and is reportedly doing well.

L was tested here in March of 1965. At this time he earned a Verbal IQ of 90 on the WISC. The results of the Vineland Social Maturity Scale administration indicated that his social development was within normal limits.

L is a pleasant and sociable boy. He was very ready to accompany the examiner to the testing session and engage in the activities presented him. He smiled readily, talked freely and was cooperative at all times.

The results of this evaluation are quite consistent with the previous one in estimating this child's intellectual functioning in the "average" to "dull average" range. He earned a Verbal IQ of 89 on the WISC. This score would indicate that, based on the intelligence factor alone, L should be able to do advanced third grade work in school. While his word comprehension and general fund of knowledge are at this level, his arithmetic skills are clearly below it. His current ability in verbal reasoning is somewhat above this general level and leads one to suspect that his intellectual potential may be closer to the average boy his age than the 89 IQ score would indicate.

L's former teacher at the Blind School, Mrs. R, was interviewed with the Vineland Social Maturity Scale. On the basis of this information L has a social age of 8.8 years or SQ of 89. Review of the content shows that many of his deficits in this area are related to his partial blindness. He is above this general level in areas of "occupation" and below this level in "locomotion" and "self help" skills.

Since this boy has adequate intelligence and good social poise inspite of his multiple difficulties, the prognosis for a reasonably good adjustment in life seems favorable.

Stephen Johnson, M.A. Frederick H. Kanfer, Ph.D. Intern in Medical Psychology Professor in Medical Psychology/st

#### CHILD M

#### DEVELOPMENTAL HISTORY

Child M, a boy, weighed seven pounds six ounces at birth following a normal full term pregnancy. He has an older brother and two sisters younger. One brother was drowned. M sat at six months, walked at twelve months and had two or three words by seventeen months. At eighteen months he had a cardiac arrest during surgery when skin was being grafted to repair damage to his foot by a third degree burn. His development regressed. A month later he was able to sit alone, he crawled after two months, he walked and said his first word after four months. He was toilet trained at two years and used full sentences at three years. His regression in eating was hard to overcome. He used a spoon and fork in a limited manner at four years.

M attended nursery school and kindergarten before being enrolled in the residential school. He was reported to be hyperactive and to have severe learning problems. A huskiness or breathiness was observed and it was recommended that a physician be consulted. The social worker and his teacher felt he could not be successful in the public school classes even with special help, and recommended that he attend the residential school.

#### MEDICAL

Examination at the University of Oregon Medical School results showed a "non specific seizure disorder, moderate mental retardation and cortical blindness secondary to organia brain damage from prolonged anoxia. Also a mild adjustment reaction of childhood, probably 2° to cortical blindness." The report on visual acuity stated he could count fingers at two feet. Hearing was normal.

A report from Crippled Children's Division in 1964 when M was eighty-three months of age stated that he had difficulty in holding his hands steady when extended as well as poor ability to balance on one foot. His pencil grasp was below three years. Speech evaluation showed him to be at age level in comprehension and expression, syntax and phraseology. His memory for paragraphs was poor and his immediate recall was noted to be low. A laryngological examination found no abnormalities in the oral structures. Articulation problem with sibilant sounds, in the form of an interdental lisp, were reported. IQ on the verbal items of the Stanford-Binet was given as 92 and this noted as a miximal estimate.

On re-evaluation in 1967, M received an IQ of 72 on the verbal portion of the WISC. In the summary it is suggested that the drop in score may represent a "lowering in level of intellectual functioning which would be consistent with D-55



his generally low subscale scores and slow progress in school."

#### PERSONAL HYGIENE

M's self care habits were satisfactory. Like all small boys he had to be reminded at times to keep clean and neat, but he performed up to age level for his handicap. (See D-C-2-M to D-C-15-M)

#### PHYSICAL DEVELOPMENT

M has made consistent gains in physical development. He learned new exercises and especially swimming. His work in gymnastics, games, and skills was satisfactory. He does still have a problem in running freely in cross pattern.

### EATING AND TABLE SKILLS

M had a good deal of trouble in adjusting to school food. He was said to eat well at home, but he balked at the new foods presented to him at school. He improved as his adjustment to school became better.

### PSYCHOLOGICAL ADJUSTMENT

M's parents were most reluctant to send M to the residential school and M was upset, resentful, and depressed for the first weeks, but he was outspoken about it and accepted adult comforting in a normal manner. However he has remained resentful of being away from home and not able to attend public school like his brothers and sisters.

M maintains a rigid self-control most of the time. He makes a conscious effort to meet expectations and thus is under considerable tension most of the time. An effort has been made to keep expectations low enough so that he can relax, but M himself keeps them high. He wants to be able to do all the things his big brother can do and resents his blindness as a handicap. Some of this is shown by his outbursts at home, and rarely at school. For a time his behavior at home was reported to be wildly naughty, very negative. After a conference his father began spending more time with M in activities they could share which seemed to improve the situation. The parents received professional counselling following M's cardiac arrest and try to cooperate with the school as best they can. It seems difficult for them to accept M's impairment.

M has made good outward adjustment and has improved in his ability to express some of his tensions in work and play. The breathiness of his voice which indicates extreme tension is not heard often. It is convenient for staff members to have so obvious a symptom to indicate his need for special help.

D-56



### OBJECT RECOGNITION

M has very little problem with everyday objects. His partial vision is useful and he has learned some tactual skills.

### CLASSROOM PERFORMANCE

M has not been able to learn to read and write braille well. He forgets easily, expecially over a vacation period longer than a week. He also has a problem with finger dexterity, expecially the third finger of the right hand. He is showing some improvement with repeated drill but needs constant one-to-one instruction and help. In oral skills of listening and responding verbally he does quite well.

# RECOMMENDATION FOR PLACEMENT

M is able to function in a normal living situation but requires special academic placement. With intensive, individual teaching and constant review he may be able to achieve some academic proficiency and can probably learn some vocational skill. Continued counselling for further adjustment to his blindness also seems indicated.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL February 7, 1967

M was referred for an intellectual evaluation by the Oregon School for the Blind where he has attended school since 1964. At the age of 18 months a third degree burn with the complication of a cardiac arrest resulted in a loss of his direct vision and probable "brain damage." Since he retained some use of his peripheral vision, it was felt he had sufficient vision to cope with his physical and social environment unaided. Thus, he was enrolled in the public school system, but failed to succeed, even in a special class. It is reported that both he and his parents had a difficult time accepting his enrollment at the School for the Blind.

During the past two years M has been in the program for multi-handicapped children. However, since he was the top child in this program, and was nearly at age level socially (i.e. could initiate interactions with others and showed a broad range of interests), he has had continual association and interaction with children in the regular program of the school. He can pretty well take care of himself, gets around the campus unaided, enjoys his family relationships, and can converse adequately with another person. Recently, he was taken out of the multi-handicapped program, moved into the regular dorm, and has been able to get along well with his three roommates.

In the past M has been described as "hyperactive,"
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"somewhat dull," and anxious under pressure to conform. He is presently on medication which has controlled his seizures and reduced his hyperactivity to where it is not a great problem. In school, his progress has been slow and he is now at about the beginning of the first grade academically. He seems to have a problem in fine motor coordination which makes reading and writing Braille even more difficult.

When the examiner entered the waiting room, M was sitting quietly on a chair. He reached out and took hold of the examiner's hand and then walked with him. Once in the room M was told to choose the chair he would like to sit in and he was able to seat himself. He demonstrated his use of vision by identifying red, green, and black colors. He had sufficient vision to know there were file cabinets and shelves in the room, but he could not see specific forms. For example, he could not distinguish an umbrella placed before him, until he had touched it. However, he could tell a pen from a pencil because of color. When stacking blocks he was able to see sufficiently well to place a block on top of two three block towers to form a bridge without knocking them over.

Right from the first M had difficulty sitting still and was continually fidgiting around in his chair. However, this didn't seem to detract from his ability to interact with the examiner. He was not only able to adequately respond to questions but was able to spontaneously introduce information about his dog and going fishing with his father.

There was no difficulty understanding M's speech, but it was noted that the quality of his voice changed during the session. At first, when more relaxed he spoke ina clear moderately bud voice. Then as the formal test got underway, his voice became a hoarse whisper.

During the session M seemed to lack confidence in undertaking some tasks. For example, when asked to use a pencil and paper, he awkwardly picked up the pencil with his left hand and wrapped his fingers around it. He hald the pencil on the paper for a few seconds then laid it down and would not attempt drawing.

On the Verbal portion of the WISC, M achieved an IQ of 72. This score is significantly lower than previous estimates (i.e. a maximal estimate of 92 on the Verbal items of the Stanford-Binet in 1964 and a WISC Verbal IQ of 89 in 1965). It is particularly difficult to account for a drop of 9 scale score points on the Similarities subtest, one often used to suggest potential. M's level of performance may have been lowered by two factors: (1) He may have had to go to the bathroom during the session but was too shy to say anything about it (i.e. as soon as the session was over he asked Mrs. R where the bathroom was.) (2) The significant change in the quality of his voice and his difficulty with immediate memory suggest M was extremely anxious in the test situation.

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On the other hand M's drop may represent a leveling off in level of intellectual functioning which would be consistent with his generally low subscale scores and slow progress in school (i.e. it is consistent for a 9 year old with a 72 IQ and a visual handicap to be functioning at the first grade level).

In summary, M scored significantly lower than on previous tests and this may be a function of factors within the test session affecting the validity of the test or more probably represent a leveling off in level of intellectual functioning. It is recommended that M be retested in about 1 year to shed further light on his present performance, and to help rule out the possibility of some kind of neurological degeneration.

Russell Jackson, M.S. Intern in Medical Psychology

Frederick H Kanfer, Ph.D. Professor in Medical Psychology/cw

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TASHING	an:	1. Hold hands under water in basin				5. Turn off water faucet							West hende with	

H7951-	1 da	ente Same  Lipe  Lipe  Lipe  Lipe  Lipe  Lipe  Lipe  Lipe  Lipe  Same  Lipe  L	ed it ed it ed it ed it	X	×		>		×	×	×	×	×	×	
	PERSONAL HYGIENE cont.	TING PAGE OF THE P	Child can:	Put towel (paper) in wastebasket			Wash part of face with manus	Wash part of face with washeloth handed him	Wash whole face with washeloth handed him		Ulp Washeloui in waver and here-	Wring washeloth and wash	Wash neck		Wash arms
NAME	I. PERSONAL	A. WASHING	Chil	.1( [	† L	, , ,	16.	17.	ď.	• ()	19.	50°	[2]	22	23.

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ONAL	ONAL HYGIENE cont.					
RATHING	γ pe	<b>175</b> 6	<u></u> 91	<u> </u>	- 61 - 6	क्रीट्र ७ १
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Chi.1	Child Can:	N	T	T	T	J.
• 	Sit in bathtub of water without fear	×				٥
ď	Play in bathtub of water	×				
ĸ	Play in bathrub of water with toys	×				
<u>+</u>	Cooperate in being washed while in tub	×				
, r	Help use washcloth	×				
, ,	Help use soap and washeloth	×		•		
7.	Wash self with verbal directions	×				
- 6	Wash self adequately without direction					×
ð	Wash with help in shower					×
10.	Wash self independently in shower					×
	Help dry part of self	×				
6	Help dry whole of self					×
13.	Dry self independently					×
11.	Put soiled towel in designated place					×
15.	Clean tub after bathing					X

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Per	sonal	Personal Hygiene cont.	44°					
မ်	CAR	CARE OF TEETH 6			6] <u>.</u> 6	еў <u>е</u>	me S-	
	Chi.]	Child Can:	Ti. Da.	DS.	iği Ti- Dg	De	1T	
	<b>1</b> •	Cooperate in having teeth brushed						
	ณ้	Help brush teeth	×					
	'n	Spit out toothpaste and water	×					
	4.	Brush teeth independently	×					
	'n	Put toothpaste on brush adequately					×	
	•9	Rinse teeth and mouth independently	×					
		Wash toothbrush	×					
	. œ	Put toothbrush in proper place					×	
	6	Find own toothbrush	×					_
	10.	Put cap on toothpaste tube					×	
	110	Fut toothpaste tube in designated place					×	
	12.						×	
	)							$\overline{}$

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PER	SONAL	PERSONAL HYGIENE cont.	140				Jo E	
Ö.	HALB	HAIR CARE	9 TA		_ <del>0</del> ₹1	   	Wet e ta	
	Chil	Child Can:	T1 Det	Nan Ti-	Nei Ti-	Dg.	TI	
	<b>.</b>	Brush hair	×					
	ณ๋	Comb hair						
	ķ	Part hair						_
	-	Cooperate in shampoo of hair	×					
	ى <del>ا</del>	Help shampoo hair	X					
	\ \d	Shampoo hair independently					×	
	5 6	Sot hair atarle						
	•							
M	CAR	CARE OF NOSE						
	Chi	Child Can:			-11			
	<del>ا</del> ه	Cooperate in wiping nose	×					
	ด	Help wipe nose	×					
	70	Help blow nose	X					
	, =	Blow nose when handed tissue or handkerchief	×					+
	r,	Put used tissue in wastebasket	X					
	`		•					

E. Gare of More court.  Child Gaz:  6. Put handkearchief in pocket  7. Get tissue from designated place  8. Get, use, and put away used tissue or handkerchief  7. Get tissue from designated place  8. Get, use, and put away used tissue or handkerchief  7. Gooperate in using toilet for urine (standing)  8. Gooperate in using toilet for urine (standing)  7. Ask to use toilet  6. Pull clothing down to use toilet  7. Pull clothing up after use of toilet  7. Pull clothing up after use of toilet  8. Gare and are all to thing up after use of toilet  9. The standing up after use of toilet  9. Ask to use toilet  10. Gooperate in using collet for urine (standing)  11. Gooperate in using toilet for urine (standing)  12. Gooperate in using toilet for urine (standing)  13. Gooperate in using toilet for urine (standing)  14. Gooperate in using toilet for urine (standing)  15. Ask to use toilet  16. Pull clothing up after use of toilet  17. Pull clothing up after use of toilet	NAME T PERSONAL	PERSONAL HYGIENE COERte		The state of the s		
Child Gau:  6. Put handkerchief in pocket  7. Get tissue from designated place  8. Get, use, and put away used tissue or handkerchief  9. Ferform #6 quietly and quickly  TOILETING  Child Gan:  1. Gooperate in using toilet for urine (sitting)  4. Gooperate in using toilet for urine (standing)  5. Ask to use toilet  6. Pull clothing up after use of toilet  7. Pull clothing up after use of toilet  8. Harden and ment of thing and quietly  9. Ferform #6 quietly and quickly  10. Gooperate in using toilet for urine (standing)  11. Gooperate in using toilet for urine (standing)  12. Gooperate in using toilet for urine (standing)  13. Gooperate in using toilet for urine (standing)  14. Gooperate in using toilet for urine (standing)  15. Ask to use toilet  16. Pull clothing up after use of toilet  17. Pull clothing up after use of toilet  18. The standard and the standard and and and and and and and and and an		of Moce collè-		er: er: e:	e [:] e:]	o r gualin
6. Put handkerchief in pocket 7. Get tissue from designated place 8. Get, use, and put away used tissue or handkerchief 9. Ferform #6 quietly and quickly 7. Gooperate in sitting on toilet seat for 5 minutes 7. Gooperate in using toilet for urine (sitting) 9. Gooperate in using toilet for urine (standing) 9. Gooperate in using toilet for urine (standing) 9. Gooperate in using toilet for urine (standing) 9. Ask to use toilet 9. Ask to use toilet 9. Pull clothing down to use toilet 7. Pull clothing up after use of toilet 9. The contract of the contract of	Chi]	d Can:		fad tad aev	ri Dal	Da.
7. Get tissue from designated place 8. Get, use, and put away used tissue or handkerchief 9. Perform #8 quietly and quickly TOILETING Child Can: 1. Gooperate in sitting on toilet seat for 5 minutes 2. Gooperate in using toilet for urine (sitting) 1. Gooperate in using toilet for urine (standing) 1. Gooperate in using toilet for urine (standing) 1. Gooperate in using toilet for urine (standing) 2. Ask to use toilet 6. Pull clothing down to use toilet 7. Pull clothing up after use of toilet 7. Pull clothing up after use of toilet	<b>်</b>		×	_ 1		
8. Get, use, and put away used tissue or handkerchist  9. Perform #6 quietly and quickly  TOILETING  Child Can:  1. Gooperate in sitting on toilet seat for 5 minutes  2. Gooperate in using toilet for urine (standing)  1. Gooperate in using toilet for urine (standing)  1. Gooperate in using toilet for urine (standing)  2. Has to use toilet  2. Ask to use toilet  3. Ask to use toilet  4. Pull clothing up after use of toilet  7. Pull clothing up after use of toilet	7.		×			
9. Perform #8 quietly and quickly  TOILETING  Child Can:  1. Cooperate in sitting on toilet seat for 5 minutes  2. Cooperate in using toilet for urine (sitting)  1. Cooperate in using toilet for urine (standing)  1. Cooperate in using toilet for urine (standing)  2. Ask to use toilet  6. Pull clothing down to use toilet  7. Pull clothing up after use of toilet	- 00	ne or	×			
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Gooperate in using toilet for urine (sitting)  Gooperate in using toilet for urine (standing)  Ask to use toilet  Pull clothing down to use toilet  Pull clothing up after use of toilet	<b>F</b> -1	Cooperate in sitting on toilet seat for	×			
Cooperate in using toilet for urine (sitting)  Cooperate in using toilet for urine (standing)  Ask to use toilet  Pull clothing down to use toilet  Pull clothing up after use of toilet			×			
Cooperate in using toilet for urine (standing)  Ask to use toilet  Pull clothing down to use toilet  Pull clothing up after use of toilet	, K	<u>e</u>	`			
Ask to use toilet  Pull clothing down to use toilet  Pull clothing up after use of toilet			×			
Pull clothing down to use toilet  Pull clothing up after use of toilet	ָּרָ ע <b>ַ</b>		×			
Pull clothing up after use of toilet	• 4		×			
Threeten anan on elothing		Pull clothing up after use of toil	×			
	- α	Thfasten anan on clothing	×			

ed. & C Name e Lt 1T Date emsN eltiT etsa SITIT Name Harre Start X X Rated by: equipment without slacks (girls) Cooperate in wearing sanitary equipment and button or snar Change sanitary equipment with help sanitary slacks) 10 paper when reminded toilst paper independently Fasten front button on jeans jeans toilet paper with help OF Use toilet while wearing (jesus OI Fasten side zipper Fasten front snap Unbutton slothing Zipper clothing SANITARY EQUIPMENT PERSONAL HYGIENE cont. Buckle belt Use toilet Toileting cont. problem Child Can: Use 3. ผู้ 16. 15. 10. 12.

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I. PERSONAL HYGIENE cont.

G. Sanitary Equipment cont.

Child Can:

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Rated by:

6. Change sanitary equipment independently

5. Wrap and place used pads in designated place

6. Wash soiled clothing

7. Care for self during menstrual period independently

H. CARE OF FINGER AND TOE NAILS

1. Clean fingernails with nail brush

2. Clean toenails with nail brush

3. Clean fingernails with file tip

4. Clean toenails with file tip

5. Use emery board on fingernails

6. Use emery board on toenails

7. Use nail clippers safely

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	PERSONAL HYGIENE cont.	I. DRESSING	Child Can:	1. Take off underpants	2. Take off jeans or slacks (if unfastened)	3. Take off jeans or slacks independently				Take off		Untie and take off shoes		Unfasten and take off dress (back b	Ungipper and take off dress (front	Unzipper and take off dress (back

PERSONAL HYGIENE cont.		7-10-17 ph.:	- Landa			ファ
Dressing		75°	8.	<u> </u>	9	
Child Can:		Neme Stri	Nema Titl Date	Ners Titl Dete	Memorities of the Memorities o	Mam
Take off slip						
Take off sweater	sweater (slip over)	×				
Take off buttoned	sweater or jacket	×	_			
Unzipper and take off	off jacket or sweater	×				
Hang jacket or co	coat on hook anyway	×				
Hang jacket or cos	coat on hook by hood	×				
jacket or	cost on hook by armhole	×				
	coat on hanger (with help)					
Hang jacket or co						
Full up shorts or	up shorts or panties if above the knee	×	ور مراها المارية و مر			
Full up shorts or	or panties if above feet	X	r (SE VII NAPAREN	· VO (1.18)		
ndersh	s or panties if handed garment	×				
Fick up and put o	put on undershorts or panties from pile laid ready	×				

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7,	tos	 :Je	LII	×	×	×	×	×	×	×	×			
Σ.	PERSONAL HYGIENE cont.	Dressing cont.	•	28. Identify back from front of undershorts or panties	Put on undershorts or panties correctly			32. Pick up and put on undershirt from pile of clothing laid ready	33. Identify back from front of undershirt			9		39. Identify back from front of slip
KAMB	I. PERS	ı ° ı	•	,,		•••	•							

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M						
MAL	NAL HYGIENE cont.					
resi	ressing cont.	9 T:	е <u>т</u>	्र ७	ु र	- - - - -
hi 1 d	Cen:	Nam Tit Dat	meN fiT faC	ns <b>N</b> fit Dat	nsN fiT sd	Nen Tit De
°	Put on slip correctly with verbal direction					•
ů	Put on slip correctly and independently					
ઠે	Cooperate in putting on a dress					
κÿ	Put on a dress if handed garment					
4.	Pick up and put on a dress from a pile of clothing laid ready			·		
5.	Identify back from front of a dress					
. 9	Put on a dress correctly with verbal directions					
7.	Put on a dress correctly and independently					
ထ္ခ	dress					
6	<b>ದ</b>					
9	Fasten a dress which zips in back					
ָ ֡ ֡	ಹ					
3	Fasten a					
37	Fasten be					
54.						
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SONAL	SONAL HYGIENE cont.	40				
Dres	Dressing cont.	08	<u> </u>	θ.	<del>-</del> 61	ण्य <b>•</b> १५५ <b>•</b> १५५ <b>•</b>
Ch11(	Child Can:		Name Titi Date	Memer Liti Date	Mame It tT oted	tt f
55.	Choose clothing suitable for the occasion					
3.	Put on and fasten foundation garment independently					
57.	Put on and fasten long stockings correctly					
FOR	FOR BOYS ONLY					
8	Put on shirt correctly with verbal direction	×				
50	Button shirt correctly down the front	×				
ે જૈ	Button cuffs of long-sleeved shirt					
61.	Cooperate in putting on trousers	X				
625	Put on trousers	×				
63.	Fasten trousers at waist	×			,	
7	Zin trousers	×				
, r.	Put helt through belt loops					×
· 8	Fasten belt	×				
67.	Put on tie					
•						

NAME		5	496				190
I. PER	SONAL	PERSONAL HYGIENE cont.	#				1 1/2 -04
H.		Dressing cont.	75° peq	<u>e</u> T	Ţ <u>9</u>	<u>9</u> Т	- e T
	Chile	Child Can:	ms V trT	meN tit ted	meW tiT taQ	meN tiT tsQ	TT
	.89	Knot tie correctly		_			
	.69	Match coat and trousers of a suit correctly					
	FOR	FOR BOTH SEXES	<b>&gt;</b>				
	70.	Cooperate in putting on socks	<b>\</b> ;				
	71.	Pull up sock that has been put over toes	×				
	72.	Put on sock if handed to him	×				
	74,	Pick up and put on sock	×				
	· ;	Turn sock so heel is in correct position	×				
	τ ή	Put on socks correctly and independently	×				
tacos;	, % 2	Cooperate in putting on shoes	×				
	77.		×				
	, q		×				
	<u>.</u>						×
	<u>.</u>						×
	6 8	The simple lenot.					X
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	920	TIO DOM KILOU					!

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· i,		7.5					
EATI	EATING AND TABLE SKILLS	45°	<u> </u>	<u>e</u> t		<u>т</u> ө	
Child	Can:	Veme	Vame Tit Dat	mav til	Man Tit Dat	Nam Tit Dat	
• }	Find place at table	×				•	
<b>ง</b> เ	Sit down at table with help	×					
•	est down of table without help	×					
å -	Sit and the most of most with sunervision	×					
<b>†</b>	quietly for pare or most with a	×					
5.	חד ווופמד אד חוו	×					
•	Sit quietly for all of meal	\  -					
7.	Can feed self somehow	<	1				_
φ.	Eat food only with fingers		_				
ð	Rat some foods with fingers	×		)			
\ <u>`</u>	Ret without undue persuasion	×					$\overline{}$
•							- 1
11.	Est only sort loods		_				
32	Chew food partially	1	1	-			7
7	Chew food well	×	_	-			
-		×					
#			•	,			

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eātin	EATING AND TABLE SKILLS cont.	7078 F078	91	() T	9 T	40/V 0
Child Can:		Date	Мате Titl Date	Mam Jii Jac	meV JiT JeQ	Man JiT JaC
15.	Est most foods					×
16.	Eat whatever is offered					
	Use spoon with help					
	Use spoop independently	×				
	Tea fort	×				
• 63	The limits for chroading					×
· (	Use Airie ior spromarile					×
র	Use knile for cusumg					
22.	Use fork adge for cutting					
23°	Drink from cup with help	\ \ 				
• <del>†</del> ਨ	Drink from cup alone	;				
25.	Drink from glass	X		-		
26.	Leave napkin on	×				
27	Use napkin with help				44. J	
æ	Use napkin when reminded	X				_
	4					

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II.

V						
EATI	EATING AND TABLE SKILLS cont.	19405		⊜ 1	ΘΊ	14045
Child	Can:	Titi Date Name	Titl Date Name	Titl Date	Мете Тұт Дар	ratil
8	Use napkin without reminder	×				Ů
30.	Fold napkin					×
, k	Eat without spilling on floor	×				
32°	Eat without spilling on table	×			6	
33.	i e					×
7		×				
, ř.	Ask for seconds quietly	×				
, %	Wait quietly for service	×				
37.	Raise hand for service					×
; &	Say please	×				
, 8.	Say thank you	×				
10°	Maintain good posture	×				
4.	Mait patiently until excused	×				

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A 177 M	STATE AND TABLE SKILLS cont.	7.445 7.45	9	Θ,	θ	THOM .
בנדת		፲ንፑጔ	Neme TiiT Date	Name LiiT Date	Name Titl Date	TTF
חדוו		1				×
લું	Use appropriate table conversation	×				
ιζί	Refrain from improper nouses					
4	Mash after eating with help	•				
<del>.</del> 5	Wash after eating with reminder	X				<b>\</b>
Ý	Wash after eating independently					<
<b>.</b>	TO COMPANY OF STATEMENTS	×				
• )+	ppropria					×
2	Pass bowl of cookies					×
·61	Pass plate of dry food					×
39.	Serve self and pass bowl of fruit					<b>&gt;</b>
咒。	Pour milk on cereal					< >
S	Pour syrup on hot cakes, etc.					
į	The state of the s	/	;			×
23.		_				
法	Serve self and pass platter of meat				•	

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II.

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OGICAL ADJUSTMENT	740 74				
F ADJUSTMENT	eTa	FJe_	e ta	- हा	me tle te
ild:	nen Tit Det	Ner TT-	Nei Ti De	Nen Ti De	_
Seems depressed during group activities					
Seems depressed when left to own devices					
denressed on	×				
denressed					
Scome denmessed when going from residence to school					
Con own oin weeson for crving	×				
Give inemposite reason for crving					
A to Pool warented by family					
taet on					
to feel namented by other chil					
ere routi					

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	70		ŢŢ											×	×
	PSYCHOLOGICAL ADJUSTMENT cont.	Self-Adjustment cont.		Giggles when nothing seems funny to observer	Does not explain what is funny when he giggles	Giggles when obviously hurt	Uses foul words to get attention	Curses others to show anger	Curses to express frustration	Purposely injures self by biting parts of body	Purposely injures self by tearing clothes	Purposely injures self by banging head hard	Throws tentrums	Seeks protection from adul ts	
2	PSYCHOLC	A. Self	Child:	14.	15.	16.	17.	18.	19.	8	ត់	ķ	. 23.	, 180 ,	25.
NANG	III.														

27 emsN Date Meme TitT etau Rated by: Expresses fear that parents will punish for mis-helavior at school Displays little emotion about visits home Is well adjusted to school-home changes Is eager to go home, but does not cry Expresses fear of other family member Expresses fear of punishment at home Is homesick and cries to go home Expresses fear of mother Expresses fear of father mis-behavior at school PSYCHOLOGICAL ADJUSTMENT cont. HOME ADJUS TMENT Child: Ŗ તાં

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III.

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SOCIAL ADJUSTMENT cont.  SOCIAL ADJUSTMENT  Child:	Verne Start 1419 1419 Ste Start 19	Title	SmeW Fitt etsQ	Name Title Date	
Approaches other children with hostile intent	, ]				
Rejects friendly approach of other child					
Tries to hurt younger children					
Is cruel to animals					
Objects to taking turns	×		_		
Takes playthings away from others	×		,	_	
Takes food away from others			_		
Tries to play with others	×				
Is rejected by others in informal play					
accepted by others in informal play	×			771111100 Y	-
group but does not participate					
children in informal play				-	一十
Can carry on a conversation	×			4	
Initiates comversation	×				Į.

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SYCHOLOG	SYCHOLOGICAL ADJUSTMENT cont.	275 Eq p	6.7	<b>49</b>	91	
SOCIA	SOCIAL ADJUSTMENT cont.	oms <b>u</b> îttî	Neme TitT Date	Mome [3½T oted	Man Tit Tac	New Tif
15.	Answers questions asked by another child					
16.	Answers questions asked by adults	×				
, L.	Repeats words or phrases said by another					
- α	WOF.			,		
0 0	Shows affaction for some adults	×				
8	Shows affaction for some other children	×				
å ñ	shild	×		,		
1 8	about about of the					×
, K	Sore he dislikes a certain adult					X
ਂ ਹੈ	aving done		,	,		×
c.	Is eager for recognition from adults	×				
, X		×				
27.	protection	×	٥			
, a	Seeks to play with child of either sex					
•					•	

NAME III. PS

Z73			TIF			×			×			×	×			×
			Mam Tit Jad													
		<b>9</b> 7	Memo Tit Tet Jed											,		
		е е	Tit. Dat										, 13 h			
190	17°	150	t tT tad tan	×			×	×		×	×				×	
<u></u>		hed the		u								λ.			,	
	PSYCHOLOGICAL ADJUSTMENT cont.	SOCIAL ADJUSTMENT cont.	ld:	Seeks to play with child of same sex	Seeks to play with child of opposite sex			Is considerate of other children	Enjoys "rough" play	Cooperates for reward	Cooperates for praise	Joins peers in	Shows strong self-assertion		Tattles	Knows honesty, but is not always honest
Ø	PSYCHOL	c. soc	Child:	8	30.	72.	32.	53.	쳢	35.	*	37.	82	39.	100	4.
NAME	III.	,														

Σ						<u> </u>
PSYCHOL	PSYCHOLOGICAL ADJUSTMENT cont.	1514 451				1014 ++
c. soc	SOCIAL ADJUSTMENT cont.	100	9	<u> </u>	9	Θ
Chi	Child:	Date	Name Titl Date	Name Titl Date	Meme TiiT etaU	Name Titl Date
42.	Shows self-control					×
43.	Bites nails					
14.	Has a short attention span	×				
45.	Is noisy	×				
146.	Is developing a sense of humor					×
47.	Understands the meaning of responsibility					×
48.	Respects the rights of others					×
149.	Respects the feelings of others					×
Ŗ						×
<u>بر</u>	Settles arguments quietly with help					×
52.	Sattles arguments quietly without help					
53.	Is responsible for equipment					×
古	Understands and follows simple rules	×				

AL ADJUSTMENT cont.  AL ADJUSTMENT cont.  Gen make suggestions  Gen make suggestions  Is sware of time but ignores it  Asks "Why"  Sees the fallibility of adults  Bes the fallibility of adults  Gen anticipate  Can anticipate  Can anticipate  Can initiate a game or play with another child  Tannetus	i.	707	70	- Control of the cont	Mem Had Had Had Had Had Had Had Had Had Had	×	×	×		×	×	×	×	×	X	· ×
Socie		W			Child:	Understands and follows simple d		Is aware of time but ignores	Asks "Hhy"	900					Can initiate a game or play with another	

III.

Z		776	778			790
SYCHOLO	SYCHOLOGICAL ADJUSTMENT cont.	140 H	7 TO			
SOCI	SOCIAL ADJUSTMENT cont.	Θ.	Θ,		<u></u>	
Ch114:		Neme L1f1 Dete	Nem T1t1 Date	msN [tiT ted	Mam Tit Jat	TIF
68	Shows sex antagonism					
9	Gives encouragement to others					×
<b>,</b> ,			×			
<u>.</u> 6	Cooke amice for things wall d	×				
· 1 6	Je self-sonsoions	×				
72,		×				
ने र्		F				×
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NAME

III.

		76	70 70 —	77	
SICAL			ego.	sr-bi	
<b>MO6</b> 3		75		9 T 9	eT
Chi]		Nome Tit Date Name		Tit	MeM Tit Jad
1.	Crawl in amy fashion	×	_		
oj •	Crawl in homologous pattern		_		
×.	Crawl in homolateral pattern				
4	Crawl in cross pattern		×		
ŗ.	Creep in any fashion				
, 4	Green in homologous pattern				
7.	Green in homolateral pattern				
- 20	Creep in cross pattern		×		•
6	Stand with support				4
15.	Stand without support	×			
	up without help from sitting	×			
12.	- TA'	×			
13.	Walk holding to furniture	×			
<b>-</b>	SICAL MOEII L. 1. 2. 5. 5. 5. 6. 11. 11. 11. 11. 11.	DEVELORMENT  LILITY  Ld Can:  Grawl in easy fashion  Grawl in homologous pattern  Grawl in cross pattern  Grawl in cross pattern  Greep in any fashion  Greep in homologous pattern  Greep in homolateral pattern  Greep in cross pattern  Greep in tross pattern  Stand with support  Stand without support  Stand up without help from sitting position  Walk holding hand (another person's)	r fashion cologous pattern cologous pattern ses pattern nologous pattern nologous pattern nologous pattern nologous pattern support thout help from sitting position g hand (another person's) g to furniture	reshion cologous pattern cologous cologo	reshion  reshion  rologous pattern  rologous pat

		<u> </u>				2961	
CSICAL	SICAL DEVELOPMENT	17.4				1000	
MOBILITY	ITY	65.		e <u>I</u>	<u>•1</u>	Ze I	
Ch11¢	Child Can:	Tit	meN trr tad	Mem Tit Dat	Nam Tit Dat	Nem TTt Jed	
17.	Walk following wall	-				X	
קל	Walk alone inside building	×					
16.	Walk alone on sidewalk	×					
17.	Walk down step with help	×					
18.	Walk down step without help	×	,				<del></del> +
0	Climb steps with help	×					
, 6	Climb atens (both feet on each step)						
ני	(p)	X		·			
8	2	×					
23.		×					
21.	Climb a flight of steps without using railing	X					
25.	Walk up ramp	×					
8,	Walk down ramp	×					

NAME.

<b>E</b>		<b>h9</b> b			27
IXSICAL		1 '7 43			b1 +1
, MOBILITY	ted h	Ģ		θ	Wo H
Chil		Vane State Vane Titi Oate	emeV Itil etel	Neme Litl Date	Name Litl Date
27.	Climb up ladder				•
828	Climb down ladder	×			
6	Walk forward on command				×
30.	Walk backward on command				×
, K	Turn head from side to side				×
i çi	Turn head to right side on command				×
7 7					×
के र्					×
35.					×
, %				0	×
37.					×
38					×
39					×
) }			Ì	i,	

NAME IV.

NAME	Σ						276
IV. PHY	SICAL	PHYSICAL DEVELOPMENT	:.				1 h
A°	MOBILITY	LIT	<u> </u>	<u>0</u> ]	) <u>6</u>	67	ON a
	Chil	Child Can:	Rate Neme Tit	Nemer Tit:	Mem Tit: Jac	Mem JiT Jad	Mans Tit Jat
	10°	Clap hands (on command)					×
	17.	Clap hands to rhythm					
	4						×
	43°						
	14.	Jump (get both feet off floor)					×
	45.	Broad jump					
	16.	Hop on one foot (right)					×
	117.	Hop on ei ther foct					×
	148°	Hop (alternating feet)					×
	149.	Gallop					
	50.	Skip					×
	, <u>r</u>	Slide					×
	52,	Run with help					

	>						1951	
	rsical	PHYSICAL DEVELOPMENT:	9	•	÷	6	Way e Tea	
A.		MOBILITY	тат Изте ItiI Oate	emsV Ijil OtsO	SmeN ItiT etsQ	emsN IjiT etsO	emsV [ji] etsQ	
	53.	Run w thout help but touching another person						
	i,	Run freely any pattern	,		,		×	
	, <u>r</u> ,							
	, A						×	
	į						×	
	.10							
EC)		PHYSICAL SKILLS						
	<b>-</b>	Do l or more forward rolls					×	
	<b>તં</b>	Do backward roll						
	K	Do (number ) sit-ups						
	\						×	
	, r							
	<b>,</b>							
	5 6	Thomas a hall						
	- 0					,	•	
	ò	DOMINOS E DELL	-					<u>.</u>

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PHYSI	PHYSICAL DEVELOPMENT:		100 may 100 may 100 may 100 may 100 may 100 may 100 may 100 may 100 may 100 may 100 may 100 may 100 may 100 may	الماديد		4+40	
В. Н	Physical Skills		97	(e)	յ <u>e</u>	We ZL.	
J	Child Can:	Name Titl Date	meN tit tad	Mem Tit: Out:	Nam Tit: Dat	Nem T1t: Jet	
٥١	9. Kick a ball						
1(	10. Walk a balance(4,) beam for 3 feet	•					
11	11. Walk a balance(4") beam for 6 feet						
Ä	12. Walk a balance(4,) beam for 8 feet						
<b>:</b>	(Stall bars)					×	
וֹ ה						×	
i 7						×	
ıÃ					1.4		
· ~						×	
	(Horizontal Bars)						
آسم	18. Boy's pull-up						<del></del>
<b>~</b>	19. Girl's pull-up			_			Tadinara)

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IV.

7701	1700	91: 91: 91: 91: 91: 10:	Tit					Wr. Fox?		nall)	play	n splash pool	hel p	ut help	
	SICAL DEVELOPMENT:	Skills		Skin-the-cat		Play London Bridge	Play Simon Says	Play What Time Is It. Mr. Fox?	•	Play in splash pool (small)	Sit in splash pool and play_	Play with water toys in splash p	Totar large nool with help	Enter large pool without help	

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NAME	V		7				Zo
PI.	l	PHYSICAL DEVELOPMENT:	3420				01 1
	C. SWI	SWIMMING		(8)		- 0	ON ON
	Chi	Child Can:	omsN ItiT OteO	Neme Titl Date	omsN Idit edsO	Man.e Litl Otto	omaN [ji] etaO
	7.	Stand in corner of pool with adult	X	ŀ		·	٥
	<b>&amp;</b>	Stand in corner of pool without adult	×				
	6	Wade around shallow end of pool without help	$\times$				
	10°	Be relaxed in pool					×
	11.						
	12,						×
	13.						×
	17.						×
	15						
	16.	Turn head to breath in rhythmic pattern					
	17.	Float in prone position					×
	18.		Į,	,	·		×
	19.	SC 1550 r Glide in prone position using Matter kick					×

Meme (2. 1200 Metal X etad Date ewen Pláil Name Titlie Date Rated by: Combine arm and leg stroke, exa rhythmic breathing Combine arm and leg stroke in prone position Float on back and regain standing position Jump into deep end, level off and swim Turn ever without touching bottom Change direction while swimming Jump into shallow end of pool Standing dive PHYSICAL DEVELOPMENT Dog paddle Back float Child Can: C. SWIMMING 26. 27. 25. . ស • ন

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### CHILD N

## DEVELOPMENTAL HISTORY

Child N, a boy, weighed six pounds two ounces at birth. The pregnancy was uneventful and the birth uncomplicated for that of twins. Beside his twin sister N had a sister four years older. At eight months of age the family doctor noticed a milkiness in N's eyes. He arranged for consultation with an ophthalmologist who diagnosed retinoblastoma. Both eyes were enucleated by the age of eighteen months. X-ray treatment followed the surgery and the child was fitted with prosthesis. There was no family history of the disease. The doctor suspected a genetic mutation.

The social worker who counseled with the family urged that N be taught basic self care skills and arranged for the family to attend a meeting held annually at the residential school for parents of blind children. Here they learned about the habits and skills, which if taught well would help their child take his place with sighted children. During later visits to the home N had made little progress. He did not attend nursery school although this too had been urged by the social worker.

N still could not walk at age five. He could sit alone, he could talk. He did not chew and was fed mainly soft foods. The family doctor said there was no reason why the child could not walk or chew. An exercise program was suggested. Soon N was creeping around the house. Three months later he could pull himself to his feet. At five years eight months N was able to stand alone.

In July, 1965, N was enrolled in the demonstration program at the state school for the blind. He could not walk alone, he rejected most food, could not drink from a cup holding it himself, did not know how to explore objects. He was toilet trained for urinating and would ask to use the bathroom, but he could not manage his own clothing. He could talk clearly and understand simple commands, could listen to and comprehend a simple story and was able to play forty-two songs by ear on the piano.

### MEDICAL

Examination at the University of Oregon Medical School stated: "Only neurological impairment of function at this time stems from past enucleation of eyes due to retinoblastoma. He has a halting gait attributed to lack of training until past five years of age." Psychological evaluation made in March, 1966, estimated his intellectual functioning and social maturity at between ages three and four. At reevaluation in April, 1967, he was estimated to have an IQ of about the mid-five year level as judged by some items of the Stanford Binet. On the Maxfield-Buchholz Scale of D-60



Social Maturity it was estimated that he was functioning at about the mid-four year level.

N's hearing was normal. Ophthalmologist's report stated blindness caused by Retinoblastoma. Medication was prescribed for sockets.

### PERSONAL HYGIENE

N could do almost none of the self care skills expected of blind children in a residential school. He required help in all areas. He was afraid of being hurt and drew back from learning to wash or brush his teeth, etc. He was very slow in overcoming fear but did learn a good many skills during the two years of this program. (See D-C-2-M to D-C-15-M)

## PHYSICAL DEVELOPMENT

N was small for his age but appeared normal except for his eyes. His fear of moving about made it imperative that he have a great deal of one-to-one help in walking, running, jumping, and all forms of exercise. N was given an extra hour of individual instruction by the gym teacher, and was helped by a student volunteer for another six hours a week to explore the campus, the classroom, and get plenty of activity. Other volunteers helped him on a less regular basis. The charts in Appendix D-C-2-N through D-C-37-N) will provide more detailed descriptions of items learned.

### EATING AND TABLE SKILLS

N had been fed only a few soft foods before coming to school. He resisted all new foods, had to be fed, and did not chew. Gradually table foods were introduced with pudding or mashed potatoes until he was eating many table foods and able to drink from a glass by himself. (See D-C-16-N to D-C-19-N)

### PSYCHOLOGICAL ADJUSTMENT

N adjusted to the school-living situation slowly. Socially he interacted with the staff members and children on a verbal level quite well. He entered into group singing and discussions. Aften an initial period of fear he joined activities on field trips only showing distress when asked to handle strange objects. He remained fearful in strange situations and hesitant about moving around independently except in the house or classroom.

The staff members felt he was well adjusted when his lack of varied experiences was considered. He appeared to react normally to people and was normal in self adjustment within a familiar situation. He needed many more varied experiences but we felt he had made progress.

D-61



# OBJECT RECOGNITION

N started with a very limited number of objects which he could recognize since he would not explore them. As he overcame fear and learned some tactual skills, he was able to identify many objects. It will take many experiences for him to catch up.

# CLASSROOM PERFORMANCE

N was in the Montessori group for the two years he was in the program. Since this includes instruction in personal hygiene part of the training has been discussed under that heading. Emphasis was on independent movement around the room and finding his own table and chair, going to the cupboard for materials to explore and study, and learning to travel to and from the classroom.

N worked with the didactic materials. He learned to use the cylinder blocks well, to identify textiles and match swatches of them, to count objects to twenty, to match tones on a xylophone and other simple skills. His attitude changed and he became eager and happy instead of fearful and hesitant.

N had music lessons the last year. He had to relearn fingering so needed close supervision of his practice. He memorized easily and by the end of the year was fingering accurately and had changed and was using correct fingering in many of the selections he had learned by ear and played incorrectly before. He did better with rote learning than reasoning.

# RECOMMENDATION FOR PLACEMENT

Although N would still require some extra help it was suggested that he be enrolled in the regular school program at the kindergarten level. Also that he be placed in the regular dormitory situation. It was also suggested that the parents be urged to enroll him in some summer program that would keep him active and busy with new experiences.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL April 4, 1967

Child N, age 7 years 6 months was seen for re-evaluation on request of the Oregon School for the Blind. He was evaluated here in March of 1966. Although percise estimates of his functioning could not be made at that time, he seemed to behave like a child between the ages of 3 and 4. His intellectual functioning and social maturity were both at this level.



N was very Shy and fearful during the present evaluation. He was very slow to respond to attempts to begin interaction and frequently would repeat very simple questions which were put to him. When the examiner would say, "Can you tell me that," he would respond, "Yes, but would not give his answer. It was felt necessary to include his teacher, Mrs. R, in the evaluation session due to N's apprehensiveness. As the session progressed N became more responsive but it was always difficult to get through to him. Throughout the evaluation N made head rocking movements and frequently seemed to escape the situation by not fully attending to the relevant stimuli.

Mrs. R explained that N was distracted by other sounds in the area.\* She stated further that, although N was usually somewhat slow to respond, he was particularly reticent on this occasion. She indicated that he had been ill at home for the previous two weeks and had been having more than usual difficulty with his artificial eye. She indicated that N was always afraid of new things and that he always tried to avoid new situations. Mrs. R further reported that this child was brought to the school with an exceedingly limited behavior repertoire having had little training at home. She stated that N's mother had been overpretective with him and had been unable to teach him things.

N was given selected items from the Stanford-Binet Intelligence Scale. There was considerable variability in the difficulty level at which items were passed. He began to fail items at the 4 year level but continued to pass through the 8 year level. At lower levels of difficulty he did not correctly complete comprehension 2 and 3. N's answers were concrete and reflected his personal experiences with the things asked about. For example, to the question, "What do we do with our ears?" "What do we do with our mouth?" He answered, "We find them." At higher levels of difficulty N was successful in repeating five digits and in naming the days of the week. In general, tasks requiring rote learning or memory were done quite well, but tasks demanding verbal reasoning were done less well.

Although it is difficult to determine a precise IQ score due to the non-standard administration, the average of his functioning is at about the mid-five year level. This estimate is significantly above what would be expected based on the evaluation one year ago and suggests that progress in these areas may well have been made.

Mrs. R was interviewed with the use of the Maxfield-Buchholz Scale of Social Maturity. On the basis of this information, N is functioning at about the mid-four year level. This estimate is also a bit above that that would have been expected based on the 1966 evaluation. It does confirm the impression, however, that N may be held back D-63

\*Reconstruction work on building.



socially by his fear of new situations and activities as his social maturity is not high as his intellectual development.

It is not possible at this time to estimate the potential level of functioning for this child. The gains made in the past year appear encouraging. It would appear most beneficial for this child to experience desensitization of his fears of new activities. This will need to involve a good deal of encouragement and support as N gradually approaches those things which make him apprehinsive.

Stephen M. Johnson, M.A. Intern in Medical Psychology

Frederick H. Kanfer, Ph.D. Professor of Medical Psychology/bc

Date T4f1 earen Date × × X X × × X :Yd betr Wash and dry hands without reminder Reach for soap and rub it on hands Rub hands on towel in any fashion Wash hands if reminded to do so Hold hands under water in basin, Rub hands together under water Wash hands without reminder Turn off water faucet Mash and rinse hands Turn on water faucet Dry hands on towel Get towel and use Reach for towel PERSONAL HYGIRIE Child Can: WASHING 13. 10. 12. 6 œ 4

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	PERSONAL HYGIENE cont.	WASHING	Child can:	11. Put towel (namer) in wastebasket	The contract of the contract o	15. Hang towel on rack at ter ustang	16. Wash part of face with hands	17 Wosh nart of face with washeloth handed him		18. Wash whole lace with washing on minds	19. Dip washoloth in water and wash face	20. Wring washeloth and wash	Wash negli	Mash bars and area of the control of	23. Wash arms
NAME	I. PERSO	A. W	J		•	· •	r-v	•					•		

cont.  bathtub of water without fea bathtub of water with toys bathrub of water with toys te in being washed while in e washcloth e soap and washcloth lf with verbal directions lf adequately without directions th help in shower th help in shower thy part of self y part of self ry whole of self lindependently in shower liftindependently in designated platiled towel in designated platiled towel in designated platiled.	ал 6 Î J	it in in in in in in in in in in	×	×	×	tub	×		ion			×			0	
	PERSONAL HYGIENE cont.  B. BATHING	Child Can:		2. Play in bathtub of water	Flay in	Cooperate in being washed while in			Wash self	Wash with	10. Wash self independently in shower	11. Help dry part of self	12. Help dry whole of self	Dry self		

Date Title eme*N* Date e litiT emel Datedan × Ash Share Ash Title Date Aug. эше И Date <u>e L</u>tiT emei Rated by: Put toothpasts tube in designated place Care for teeth without verbal reminder Rinse testh and mouth independently Put toothpaste on brush adequately Cooperate in having teeth brushed Put toothbrush in proper place Spit out toothpaste and water Put cap on toothpaste tube Brush teeth independently Find own toothbrush Help brush teeth Wash toothbrush sonal Hygiene cont. CARE OF TEETH Child Can: 9

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<b>.</b>	3S ON AL	PERSONAL HYGIENE cont.	179	rid.			ithol
ė.		HAIR CARE	् मु	<u> </u>	<u> </u>	- - 67	eta
	Chil.	Child Can:	. T.I	reM II BO	is TT Da	De	T.I.
	ed ed	Brush hair					×
	<b>તં</b>	Comb hair					
	K	Part hair					
		Conerate in shampoo of hair	×		ŝ		
		double and the first the f				,	
	÷ .	Tran codinaus dien					
	9	Shampoo hair independently					
	7.	Set hair style					
					e		
Б		CARE OF NOSE					
	Chi]	Child Can:	<b>«</b>				
	• 	Cooperate in wiping nose	×				
	ď	Help wipe nose		$\times$			
	N	Helm high nose	$\times$				
•	• -	The man handed Hasine or handkerchief	×				
	÷ †	DIOW HOSE WHEN HEALTH AND A COLUMN AS A CO					×
	ŗ,	Put used tissue in was coursed					

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SONAL HYGIENE cont.		1/2/	1710 1200 H		14 m
Care of Mose cont.	bete Eted	Let.	Sm Telt Yet	67. 9 [4] 9 41	rteM
Child Can:	LEN	TJ Ner	ek 1:1 ed	r I	ri Ti
6. Put handkerchief in pocket					×
7. Get tissue from designated place					
	hiof				
		-			
9. Feriorm to quie ty and quient					
TOILETING				·	
child Can:	<b>.</b>				
1. Cooperate in sitting on toilet seat for 5 minutes	utes				
2. Gooderate in using toilet for bemeldwask dumm night	night)				
		×			
		×			
		-	×		
			×		
R. Imfasten snap on clothing			$\times$		

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e la l'I etad els iT × <u>e</u>lttl श**र्**व इन्स्कृष्टम Use toilet while wearing sanitary equipment without slacks (girls) Cooperate in wearing sanitary equipment and button or snar Change sanitary equipment with help slacks) Fasten front button on jeans or Use toilst paper independently Use toilet paper when reminded Use toilet paper with help Fasten front snap on jeans Zipper clothing (jeans or Fasten side zipper Unbutton slothing SANITARY EQUIPMENT PERSONAL HYGIENE sont. Buckle belt Toileting cont. problem Child Can: 6 ณ๋ 10. 12. 13. 17. 15. 16. 13r4 5

Name Title Date Meme Title Date Date Mems Eltls Title Mame Date Neme Ti tle Rated by: self during menstrual period independently Wrap and place used pads in designated place Change sanitary equipment independently file tip toenails with nail brush fingernails toenails with file tip Clean fingernails with nail toenails clippers safely TOE NAILS mith Wash soiled elothing Sanitary Equipment cont. board on board on fingernails OF FINGER AND PERSONAL HYGIENE cont. emery Use nail Clean Clean Child Can: Use CARE • 'n ď •

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#		Nam Tit Det Nam Hit		×			×		X	X						
ERSONAL HYGIENE cont.	• DRESSING	Child Can:	1. Take off underpants	2. Take off jeans or slacks (if unfastened)	5. Take off jeans or slacks independently	4. Take off T shirt	5. Take off shirt if unfastened	6. Take off shirt	7. Take off socks	8. Take off shoes if untied or slip-on	9. Untie and take off shoes	10. Take off dress if unfastened	11. Unfasten and take off dress (front buttons)	12. Unfasten and take off dress (back buttons)	13. Unzipper and take off dress (front zipper)	14. Unzipper and take off dress (back zipper)

FERSONAL HYGIENE wont.  I. Dressing Child Cent.  15. Take off slip.  16. Take off buttomed sweater or jackst.  17. Take off buttomed sweater or jackst.  18. Unripper and take off jacket or sweater.  19. Hang jacket or coat on hook suyway.  20. Hang jacket or coat on hook by hood.  21. Hang jacket or coat on hook by armhole.  22. Hang jacket or coat on hook by armhole.  23. Hang jacket or coat on hook by since and offendently.  24. Pull up shorts or panties if above feet.  25. Pull up shorts or panties if above feet.  26. Put on undershorts or panties if handed garment.  27. Pick up and put on undershorts or panties from pile of olothing laid ready.	Sue Nemes  Dete Noving Sue Nemes  Sue Nemes  Sue Nemes  Sue Sue Sue Sue Sue Sue Sue Sue Sue Sue			X	X	×			×	×		
	ERSONAL HYGIBNE cont.  • Dressing  Child Cent	Take off	Take off buttoned sweater or jack	Unsipper and take off jacket or	Hang jacket or	Hang jacket or coat on hook by ho	Hang jacket or	Hang jacket or coat on hanger (wi			Put on undershorts or panties if handed	Pick up and put on undershorts or of slothing laid ready

etall Name Title Oate Neme Ettle etad Name Title Date etttī omsN eltiT Rated by: clothing Identify back from front of undershorts or panties Put on undershirt correctly with verbal direction clothing Put on undershirt correctly and independently Pick up and put on undershirt from pile of laid ready Put on undershorts or panties correctly Identify back from front of undershirt Pick up and put on slip from pile of Put on undershirt if handed garment Cooperate in putting on undershirt Identify back from front of slip Put slip on if handed garment Cooperate in putting on slip ONAL HYGIENE cont. laid ready FOR GIRLS ONLY Dressing cont. Child Can: 36. 39. 37. 38. \* 35. 83 89 8 弘 32.

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8	Name Title Date Iname Title Date Iname Title Title Title Title Title Table Title Table Table Table Table Table Table					ξū										
PERSONAL HYGIENE cont.	ing cont.	Put on slip correctly with verbal direction	Put on slip correctly and independently	Cooperate in putting on a dress	Put on a dress if handed garment	Pick up and put on a dress from a pile of clothing laid ready	Identify back from front of a dress	Put on a dress correctly with verbal directions	Put on a dress correctly and independently	dress which zips in fron	Fasten a dress which buttons in front	Fasten a dress which zips in back	Fasten a dress which buttons in back	Fasten a side zipper	Fasten belt in front	Tie sash in back
HAME I. PERSONAL	1. Dressing Child Can	700	·中	·21	45.	144.	145.	1,6.	<u>1</u> 7.	148.	-617	2	51.	, K	73.	54.
						D-C-	-13 -	N								

× At the omek Put on and fasten foundation garment independently Put on shirt correctly with verbal direction Put on and fasten long stockings correctly Choose clothing suitable for the occasion Button shirt correctly down the front Button suffs of long-sleeved shirt Cooperate in putting on trousers Put belt through belt loops Maist Fasten trousers at Put on trousers Zip trousers FERSONAL HYGIENE cont. Fasten belt Put on tie Dressing cont. BOYS ONLY Calld Can: 65. **%** 64. 61. 8 23 55. ፠ 57.

		576	576	7961		1961
RSONAL B	RSONAL HYGIENE cont.	)		H		
Dressi	Dressing cont.			78	91	78 e
Child Can:		Mame TitT Date	Name TitI Date	Name It iT Date	Meme [tiT ets[	LTT
68. K	Knot tie correctly					
/69. N	Match coat and trousers of a suit correctly					
•	FOR BOTH SEXES	;				
70.0	Cooperate in putting on socks	X				
77.	Pull up sock that has been put over toes		×			
	Put on sock if handed to him			×		
	Pick up and put on sock					X
	Turn sock so heel is in correct position					X
	Ω					X
	Cooperate in putting on shoes	×				
	Put on shoes with verbal direction					
	Put shoe on correct foot independently					×
	Pull laces tight in shoe					
	Cross laces to begin tie	-17				
	Tie simple knot					
82.	Tie bow knot			_		

2		<u> </u>	59		996		
		*	H		17:	1. 1d	
EATI	EATING AND TABLE SKILLS	2750	च्युट ब	9 [ <del>9</del>	or e	<u> </u>	
Chi.]	Child Can:	Meme [11]	Name [11]	Varie [41] [41]	Tit	<b>417</b>	
1.	Find place at table				×	٠	
o'	Sit down at table with help	×					
i k	Sit down at table without help		×				
	St and other for next of meal of th supervision	×				,	
•	77	×					
ç	man to the for finant	×					
•	Sit quietly for all of mean	-	_		>		
7.	Can feed self somehow						
α	Rat food only with fingers						
<b>.</b>	The tooms foods with fingers						
•		_					
10.		×					
11.	Eat only soft foods	4				:	
12.	Chew food partially	-	_			×	
13,	Chew food well						
		×					
•			•	ı			

		-	- -	-	-	7
N		5951 7	19161 -			9b1
eatin	SATING AND TABLE SKILLS cont.	माना म्युट	on F	Ö.	9	HOW E
Child	J.₽.Я.	Date	LTFI	Mame [11] etaC	Veme Titl Dete	TTF
15.	Eat most foods					
71	Tot Thotower is offered					
•01			$\times$			
17.	Use spoon with neip					×
18.	Use spoon independently					,
19.	Use fork					X
	6					
S	Use knife for spreading					
ี เ	Use knife for cutting					
ç	The four of the contains					
77	Use 10: A substitution of the state of the s	×				
23°	Drink from cup with help		>			
तं	Drink from cup alone		<			
			×	,,,		
, ,	UTINK I FOM BLASS	×				
26.	Leave napkin on	1				
27.	Use napkin with help	X				
		<u> </u>				a . 1550 jwe
က္လ	Use napkin when seminded				:	

N		59h				Z961
eatin	EATING AND TABLE SKILLS cont.	- 14 MZ0 17 MZ0 17 MZ0	ј ө	ŢΘ	:J <u>0</u>	
Child	Child Can:	<b>T</b> 14	Mam Tit Dat	meN tiT tad	nek HT Hal	Nen Tit Det
29.	Use napkin without reminder					
30	Fold napkin	,				
, F	Eat without spilling on floor	×				
32	Eat without spilling on table	×				
, K	Hse bread or finger for "pusher"					
· ;	Domost sounds					×
ż k	Act for seconds quietly					
<b>i x</b>	Wait amiatly for service	×				
2 2	Raise hand for service					
· 68	Say n ease	×				
į į	Say thank you	×				
10.	Maintain good posture	×				
4	Mait patiently until excused	×			_	-

NAME

Date May, 196 X Ttotz emeN elitr Date <u>TTFJe</u> emeN Date Neme GitiT Date Title emsN Name <u>st.</u> Title Date Rated by: juicy food and pass platter of meat Use appropriate table conversation Wash after eating independently Wash after eating with reminder etc Refrain from improper noises pass dish of g Wash after eating with help Use appropriate silverwars Serve self and pass bowl syrup on hot cakes, EATING AND TABLE SKILLS cont. Pass plate of dry food of cookies Pour milk on cereal Serve self Serve self Pass bowl Child Can: 抗 咒。 Ŕ 148. 8 49. 玩 146. 간 15.

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III.

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OLC	HOLOGICAL ADJUSTMENT	<del>     </del>   +} e			می به دست داره به به در در در در در در در در در در در در در	
ELF	ADJUSTMENT		e[:	Ţ <u>Ģ</u>	e T	eq
]hild:		Mam Tit Jat	Mem Tit Det	MeM Tit Jed	meN jiT jad	nen F.T Det
	Seems depressed during group activities					
	dankessed when le		j.e e			
K	denressed					
٠	depressed on	×				
ָר ע	depressed		+0 +1			
	derressed when going fro					
	with no chaervable reason					
. 6	Can explain reason for crying	×				
	Gives insupropriate reason for crying					
	s to feel unwanted by					
• -	to feel unwanted by adult	,				
, ,	to feel unwanted by other chil					
13.	Daydreams to the point where routine activities	×				
	are nalueur					

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2		57161				
YCHOLO	YCHOLOGICAL ADJUSTMENT cont.			ру сугайртаў. Аў		
Self	Self-Adjustment cont.	per ted	e Ta		ett	£Ţ€
Child:		neN ,	Ner Ti-	Nar Tî Da	Ne. Ti De	reN iT aC
14.	Giggles when nothing seems funny to observer	•				
15.	Does not explain what is funny when he giggles					
16.	Giggles when obviously hurt	-				
17.	Uses foul words to get attention			-		
18.	Curses others to show anger					
19.	Curses to express frustration				1	ì
8	Purposely injures self by biting parts of body					
ត់	Purposely injures self by tearing slothes					
22	Purposely injures self by banging head hard					
23.	Throws tantrums					
ं त्रं	Seeks protection from adults	×				
25.	Seeks affection from adults	X				

n- c-55-W

	#	10N 645	Meme Titl Meme Titl Meme Titl Meme Titl Titl Titl Meme						<b>×</b>	×		×
	PSYCHOLOGICAL ADJUSTMENT cont.	B. HOME ADJUSTMENT	Child:	1. Expresses fear of father	2. Expresses fear of mother	3. Expresses fear of other family member	4. Expresses fear of punishment at home	5. Expresses fear that parents will punish for mis-behavior at school	6. Is homesick and cries to go home	7. Is eager to go home, but does not cry	8. Displays little emotion about visits home	9. Is well adjusted to school-home changes
NAME	III.											

Approaches other children with hostile intent  Rejects friendly approach of other child  Is oruel to animals  Objects to taking turns  Takes playthings away from others  Is rejected by others in informal play  Is accepted by others in informal play  Remains near group but does not participate.  Kapton carry on a conversation  Tritical approaches  Reconstruction and accompanies of the conversation  This conversation			5951		7761		2951	
Social adjustment  Child:  1. Approaches other children with hostile intent  2. Rejects friendly approach of other child  3. Tries to hart younger children  4. Is oruel to animals  6. Takes playthings away from others  7. Takes food away from others  8. Tries to play with others  10. Is accepted by others in informal play  11. Remains near group but does not participate  12. Avoids other children in informal play  13. Can carry on a conversation  14. Tries to marked the conversation  15. Tries to a second the conversation  16. Is accepted by others in informal play  17. Takes food away from the conversation  18. Tries to conversation  19. Avoids other children in informal play  19. Gan carry on a conversation	PSYCHOLC	cont.						
Appreaches other children with hostile intent  Rejects friendly approach of other child X  Tries to hurt younger children  Is cruel to animals  Objects to taking turns  Takes playthings away from others  Takes food away			275°	e1	<b>7</b> ⊌q		12° 614 Met.	
Approaches other children with hostile Rejects friendly approach of other chil Tries to hurt younger children Is cruel to animals Objects to taking turns Takes playthings away from others Takes food away from others Tries to play with others Is rejected by others in informal play Is accepted by others in informal play Is accepted by others in informal play Remains near group but does not partic Avoids other children in informal play Can carry on a conversation	Ch11		Veme Titl Oate	T.T.	De	TI	TI	
Rejects friendly approach of othe Tries to hurt younger children  Is cruel to animals  Objects to taking turns  Takes playthings away from others  Takes food away from others  Tries to play with others  Is rejected by others in informatis accepted by others in informatis near group but does not Remains near group but does not Avoids other children in informations carry on a conversation	• H	stile						
Tries to hurt younger children Is cruel to animals Objects to taking turns Takes playthings away from others Takes food away from others Tries to play with others Is rejected by others in informa Is accepted by others in informa Is accepted by others in informa Avoids other children in informa Can carry on a conversation	<b>ง</b> ั	Rejects friendly approach of other child	×					
Is cruel to animals  Objects to taking turns  Takes playthings away from others  Tries food away from others  Tries to play with others  Is rejected by others in informatical accepted by others.	×.							
Objects to taking turns  Takes playthings away from others  Takes food away from others  Tries to play with others  Is rejected by others in informatis near group but does not kemains near group but does not avoids other children in informations of the conversation	1.	Is oruel to animals						
Takes playthings away from others  Takes food away from others  Tries to play with others  Is rejected by others in informa Is accepted by others in informa Remains near group but does not Avoids other children in informa Can carry on a conversation	5.							<del></del>
Takes food away from others Tries to play with others Is rejected by others in informa Is accepted by others in informa Remains near group but does not Avoids other children in informa Can carry on a conversation	9	Takes playthings away from others					×	
Tries to play with others  Is rejected by others in informa Is accepted by others in informa Remains near group but does not Avoids other children in informa Can carry on a conversation	, ,	Tobas Pood sway from others						<del></del> ,
Is rejected by others in informatis accepted by others in informatis near group but does not avoids other children in informations carry on a conversation	• (						×	
Is rejected by others in informatis accepted by others in informatemains near group but does not avoids other children in informate conversation	တ် 🤄	ion someone	×					
Is accepted by others in informa Remains near group but does not Avoids other children in informa Can carry on a conversation	<b>.</b>						×	
Remains near group but does not Avoids other children in informa Can carry on a conversation	10.	1nforma	-					4
	11.	group but does not	;					
	12.		$\langle$					
	, K				×			·····
	1/1.				×			· ·

NAME III.

Date Title Name Start Darte TTFI emsN Date × Rated by: which he an other asked by another child other children play with child of either sex from adults for adults child certain adult ğ Uses nonsesse and made-up words some adults shild said something protection from adults Seeks acceptance from peers a certain þ Is eager for recognition scme or phrases Answers questions asked d Shows affaction for Shows affection for ಥ done expects punishment Asks about absent SOCIAL ADJUSTMENT cont. questions he dislikes Says he dislikes ADJUS TRENT having Repeats words \$ Danies Answers Seeks PSYCHOLOGICAL 25. 23° तंत्र ૹૢ૽ . 건 17. 18. 19. 8 16. 15.

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III.

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HOLOC	HOLOGICAL ADJUSTMENT cont.					JJ 11/1
SOCI	SOCIAL ADJUSTMENT cont.	275°6	( <del>)</del>	6) [	<u>e</u>	e <sub>7</sub>
Child:			Mam Tit. Date	Mam Ttt Det	Mame Tit Date	Mem Tit Dat
83	Seeks to play with child of same sex					
36.	Seeks to play with shild of opposite sex					
<u>K</u>	Argies when he does not get his own way					
32°	Is courteous to adults	×				
33.	Is considerate of other children					
学	Enjoys "rough" play					×
35.	Cooperates for reward					×
36.	Cooperates for praise					×
57.	Joins pesys in common cause					
38.	Shows strong self-assertion					
39.	Is self-confident (less self-assertive)		44			
40.	Tattles					X
<b>ф</b> .	Knows houssty, but is not always honest					

			<u>मण</u>	578		Lab	
HOLOK	HOLOGICAL ADJUSTMENT cont.	加	or 1/1	110 110		1 th	
SOCI	SOCIAL ADJUSTMENT cont.		Ţ9	-eτ 75 e		975 et	
Child:		New	Dat Mem Tit Dat	Mem Tit	MeM Tit Jad	111	
12.	Shows self-control					×	
43.	Bites nails						
44.	Has a short attention span	×					ند به نصوص سم
45.	Is noisy					×	
16.	Is developing a sense of humor					×	
17.							
1.8	Respects the rights of others	×					
. 61	Respects the feelings of others	×					
6	Recognizes the abilities of others			ana wata kare v		×	
, E	Settles arguments quietly with help			part protes 6 ages			
72.	U			· •			
53.							
抗				<u>×</u>			
		-					

NAME III.

ERIC Full lists Provided by ERIC

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	-	590			<u> </u>	
YCHOLOGICAL ADJUSTMENT cont.		CHE CONTRACTOR AND THE CONTRACTOR				
SOCIAL ADJUSTMENT cont.	75° 1 peq		e e, Ţ	<u>e</u> 1	975 e	
Child:		Date Menn Jit	Mem Tit Det	Nan Tit Jaq	LIF	
55. Understands and follows simple directions	ν.	×				
		-			×	
					×	
					×	
					×	
	×					
					×	
64. Is indecisive		,			<i>.</i>	يحسمه
65. Can make decisions					×	
66. Can initiate a game or play with another child	ď				×	-
67. Is punctual	•					or washing
		•	•			

			AND MALE			1961
SYCHOLO	PSYCHOLOGICAL ADJUSTMENT cont.				ارواند شده و روستان المحمد في مساول المحمد و ال	th.
C. SOCIA	SOCIAL ADJUSTMENT cont.	<u></u> 21	2 Y		E T	75°
Child:		Neme Tit Date	meV itl ted	Nam Tit Tad	meV tiT teQ	Man tit Dat
.89	Shows sex antagonism					
69	Gives encouragement to others					×
, ,	Ts hawing no to select one or two intimate friends					
<u>.</u>	done.					×
• 1/	re praise to with a series				,	
72.	Is self-conscious					×
(7)	Can finish task or project "in spite of frustration	u u				X
1	4	100000				

NAME

Date Name eltiT Date OmsN eltiT Date Name eltiT × × × X At 142 emsN Rated by: Stand up without help from sitting position Walk holding hand (another person's) Creep in homolateral pattern Crawl in homolateral pattern Creep in homologous pattern Crawl in homologous pattern Walk holding to furniture without support Creep in cross pattern Crawl in cross pattern Creep in any fashion Crawl in amy fashion Stand with support IV. PHYSICAL DEVELOPMENT Stand Child Can: MOBILITY જં × 4 5 6 9

		398	998		276	198	
SICAL	SICAL DEVELOPMENT	م لرا	1 1/1 1900 d	77 2	110		
MOBILITY	LITY FEET TO SEE THE S	75 e	I e I	e	P E		
Chil:	Child Can:		Nem Tit Ted	MeM TIT Jed Jed	Tit	##I	
111.	Walk following wall				×	•	
ָ ה			×				
16.	Walk alone on sidewalk				×		
	Well down stan with help	×					
• \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Well down step without help				×		
, , ,		×					
13,		×				1	
å 5	v.					×	
7	Climb steps (one root an one sor!				×		
• 75 0 2 5	Climb flight of stens with a re				×		
· 6							
4 6	Telle in women					×	-
(.) (.)	Hair down roum					×	-
o V	WALK GUMI						

NAME

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4						20)
ICAL	SICAL DEVELOPMENT					ال اط
MOBILLITY	TIT.		e		Θ	HOW F)
Chile	Child Can:	emsk [ji] ejs(	omek Liil eted	Meme Lili Date	Neme Litl Date	Name Ittl Oste
27.	27. Climb up ladder					×
28.	Climb down ladder					X
8	Walk forward on command					×
30.	Walk backward on command					
<u>ب</u> ہ	Turn head from side to side					×
, k	Turn head to right side on command					×
7, 7,	Turn head to left side on command					×
7	Nod head forward on command					×
, K	Nod head backward on command					×
, k	Mowe arm(s) to right					×
77.	Move arm(s) to left					×
, %	Move arm(s) up					×
70,	Моте вти(в) дочи					×
!						

NAME IV.

60	2					مارواودید		Z	
1						······································		61°	
	SICAL	PHYSICAL DEVELOPMENT		ALMON AND AND AND AND AND AND AND AND AND AN	COLUMN TO SERVICE			100	1
A°	MOBILITY		गुक्त स्थ	ece apac 1	نام درون درون	ام الله الله الله الله الله الله الله ال	e)	W 5:	
	Chil	Chil. Cen:	me <sub>M</sub>	Det meN	Det	Nan Tit Det	Det	Nsn Tît Det	
	10.	Olap hands (on sommand)		,	,			×	
	17.	Clap heads to rhythm						×	
	Ć.	Stamp feet (on command)						×	
	,	Stamp fogt to rhythm						×	
		Jump (get both feet off floor)						×	
	15.	Broad jump							
	, 'à	Hop on one foot							
	47.	Hop on situer foot							
	<u>,</u> 84	Hop (alternating feet)							
	149.	Gallop							-
	Ŗ	Skip		+			2.7		-
	K,	Slide		+					
	52°	Run with help				ç		X	m-w

KAME IV.

		<u> </u>					1951	
		ρλ					thr.	
HIST	HISTORY DEVELOPMENT:			-		<u> </u>		
<b>₽</b> ₽	MOBILITY	tan Emen Itti	et.eQ Vane	Date	SmeN I 111 Ste(	emeli Ltil etro	Neme Ti⊹iT Date	
ш	53. Run mi thout halp but touching another person						×	
ιΛ	54. Run freely any pattern						$\times$	
Ŋ								
m)								
u)	57. Walk slowly on command	_		i			×	
ı								
•	PHYSICAL SKILLS	<del> </del>						
lI	1. Do l or more forward rolls						×	
CO	2. Do backward roll							
7							×	
1	Do (number						×	
<b>ω</b> 1	Do (number							
•	Climb rope							1
• ~	7. Throw a ball						×	i
~	8. Bounce a ball	-					×	•
								1

NAME IV.

	-					ty
PHYSICAL DEVELOPMENT:	•					614
B. Physical Skills		وبيل المراجع			وجود مند	Wei S
Child Can:	ошвИ	Titl Date Neme	Date Neme Titi	erisd Nemo	T111 Dato	Neme T111 eteu
9. Kick a ball						×
10. Walk a balance(47) beam for 3 feet						
11. Walk a balance(47) beam for 6 feet				-:		
12. Walk a balance(14") beam for 8 feet				, , , , , , , , , , , , , , , , , , ,		
(Stall bars)						×
14. Squat						×
15. Do standing push-up						×
16. Do modified sit-up (hold feet down under bars)	3)					×
17. Climb						×
(Horizontal Bars)						
18. Boy's pull-up		$\dashv$	$\dashv$		7	
19. Girl's pull-up			*			in addition of the second

NAME

W.

Date May "əwe N etsq Tifle Name Date T47I Hats own etsa ETATL Mame Dated toke smell eldit Rated by: of large pool with feet in water Play with water toys in splash pool Fox? Enter large pool without help and play Play in splash pool (small) Enter large pool with help Skin-the-cat Play London Bridge HS in splash pool Says edge PHYSICAL DEVELOPMENT: Simon What Skills Stunt: Stunt Play Child Can: Pl ay SWIMMING Physical (Games) त्रं રું ਹ ਹ å κ'n

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NAME

IV.

ไลเมะ प्रस्कृत हु इति positicn shallow end of pool without help standing Glide in prone position using flutter kick Turn head to breath in rhythmis pattern pool without adult regain Float in prone position and Expel breath under Water Float in prone position Hold breath under water Submerge head in water or, ecrner of Be related in pool Put face in water Stand in corner Flutish kink PHYSICAL DEVELOPMENT: artund Chilf Can: SWIMMING 18. 19. 15° 16° 12, 10°

NAME

W.

		451157150		ering of Addison	ir ageouth	` <del></del>	
SICAL DEVELOPMENT.	8		PROBABILITA PROBABILITA PROBABILITA	andres est e			
WINITE STATES		eranasas Lagranasas		**************************************	BERRYARE, STALL SARSTROVENSE STATE COST.		
Init Vanc		a de Q	Man e Dete Boted	: 'SQ	+::\# <b>Q</b>		
i . Drg pullle					1		
Lo Bort Stone							,
्र में इब क्षा द्वार क्षा क्षा क्षा क्षा क्षा क्षा क्षा क्षा	ro itreq						
So which exercises that the proves	one post thes						
the rese earoses for fire mes exclusioners.	विभाग मार्थ । भारत्वतं भारत्						
j. Change ither low wille swimming							
So Tien ogen of the touthing bottom							
Is damp into stail ow and of pool			•				
38. Jump into 1-xp and, level off and sa	मर्क र						
29. Standing diva	0						

NAME\_IV.

#### CHILD O

### DEVELOPMENTAL HISTORY

Child O, a girl, was a full term infant weighing six pounds fifteen ounces. The mother had had encephalitis presumably due to mumps, during the fifth month of pregnancy. O sat alone at about ten months, walked at thirty-two months, and talked at four years. Congenital glaucoma was diagnosed soon after birth. The mother states that she was over-protective because she had lost a child shortly before O's birth during surgery for the same eye condition. O was ill much of her first four years with tonsillitis and abscessed ears.

At age five O said by the social worker to be toilet trained and partially independent in its use. She could not feed herself and was a poor eater. Several psychological evaluations were made and psychotherapy was arranged for her mother. O was enrolled in a preschool program where her angry, protesting, self-attacking behavior disrupted the group. After a period at home she attended again for an hour a day and began to tolerate the experience. The following year she attended nursery school five mornings per week and made progress in all readiness areas but never failed to test the teacher with her behavior.

#### MEDICAL

O was diagnosed as a child with congenital glaucoma and a character behavior problem with no gross neurological deficit. EEG was abnormal.

Psychological examination at the University of Oregon Medical School could not be conducted according to the rigid directions of the test (Stanford-Binet Form L) because she cried and screamed if the teacher was not in the room. This same tantrum behavior had been reported in previous evaluations when her mother had been admitted to the room in order to get cooperation. On this non-standard test she was estimated to be functioning at around the six year level. (O was then twelve years old) and on a seven to eight year level on a combination of the Vineland and Maxfield-Buchholz Scales. At age five and one-half she had had an estimated SQ of 60.

### PERSONAL HYGIENE

O was partially independent in self care habits. She needed to be reminded in washing and bathing at times and in care of the toothbrush. She needed help in caring for her hair and nails.

PHYSICAL DEVELOPMENT



O moved around quite well. She could obey simple commands and do modified exercises. She could walk a balance beam for eight feet. She had begun to learn some water skills.

# EATING AND TABLE SKILLS

O had adequate table skills but was fussy about foods and wanted to be fed. She used meal times to try to get attention by noise and fussing. She showed some improvement during the period of the project. Home visit reports stated that she had good manners at home but was served favorite foods. O herself said her sisters fed her.

# PSYCHOLOGICAL ADJUSTMENT

O made some improvement in relating to the school situation, the staff members, but very little to other children. Psychological reports before she came to the residential school had stated that she was very dependent upon her mother. At the beginning of the period she seemed wholly interested in herself and dit not express her feelings except by indirect ways. By the end of the program she often said "Will my mother be mad at me this week-end?" She displayed no homesickness when during the second year of the program her parents took a vacation in Europe. When her older brother was seriously wounded in Vietnam she asked, "Where was his guardian angel?" and discussed his disability rational ly.

O related to objects more strongly than to people. She was very fond of small objects such as a perfume bottle, a little wooden doll, or a toy cooking utensil. She would work for the reward of a few drops of hand lotion for her hands. She had used forceful profanity appropriately at the beginning of the program and did occasionally at the end when it was warrented.

O yelled loudly and for long periods of time whenever she did not get her own way and when she was frightened. By the end of the program she could maintain self control, for a period of time when asked to do so, but she would let down with a long yelling spell afterward. As she overcame her fear, she enjoyed experiences more. During the first year on a visit to the zoo we were asked to remove her because she was scaring the animals. On a repeat visit two years later she petted the animals in the enclosure.

## OBJECT RECOGNITION

O was so preoccupied with herself and her feelings that she did not explore objects except when involved in a teaching situation and so did not learn this as well as she would have had her attitude been different. If forced to look at objects she would learn quickly. Sometimes she worked for D-66

rewards, especially toward the end of the program when we had learned what to use as rewards.

#### CLASSROOM PERFORMANCE

O's first year was largely spent in overcoming some of her fear and insecurity in a new situation, and in testing staff members. She resisted many of the learning experiences, and following directions. The Montessori found that she could get her to count in French much more easily than in English. O showed great interest in words and especially enjoyed odd and unusual words, but she resisted learning to read.

O's performance varied greatly from day to day. Some days she would really work with materials but did not get beyond the pre-reading skills. She could make some size discriminations, identify forms, and work with some of the Montessori meterials. She learned some gymnastic skills.

## RECOMMENDATION FOR PLACEMENT

There was some disagreement about recommendations for O. Some felt that she should remain in the residential school in a special class. Others felt she needed intensive psychological treatment. All agreed that she hadpotential for learning if her emotional problems could be vercome.

PSYCHOLOGICAL EVALUATION AT UNIVERSITY OF OREGON MEDICAL SCHOOL December 13, 1966

O was referred by the School for the Blind for an intellectual evaluation.

When the examiner entered the waiting room, O was sitting quietly on a chair next to Mrs. R holding a large doll. When the examiner was introduced to O, she extended her hand as if wanting to shake hands. However, she then seemed to withdraw when the examiner initiated a conversation about her doll. (Mrs. R. reported that it has only been in the last 6 months that she would play with a doll.) O went reluctantly with the examiner to his office. Shortly after she was seated and the examiner had asked her the name of her doll, she began to cry and scream and this continued for some 10 minutes.

Since this child would not cooperate with the examiner, Mrs. R was invited into the room and after a few minutes the child stopped crying. After patient urging 0 began responding to simple questions she could answer as, "How old are you?" and "What do you do when you are thirsty?" Throughout the remainder of the test session 0 would only sporadically respond to the examiner. Often she would interrupt with comments like "Why did the doll stop crying?" "I remembered D-67

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to answer the questions, didn't I?", "What does the dolly want to say?" and "Why does the dolly have blonde hair?" As a result of talking with doll and having it encourage O, greater responsiveness in many instances was obtained.

Parts of the Stanford-Binet were administered to 0 and she was able to do items up to the 6 year level. Often the rigid directions of the test were not followed in order to get her to respond and not all items appropriate for the blind were administered. She responded most readily to the opposite analogy items which required a one word answer. She was able to define 5 words correctly in the vocabulary list. When asked "What does Mars mean?" she replied "Words." (She also gave this response to "scorch") and then commented that "words are hard to remember."

Because not all of the items were administered, many items were refused, and the formal directions were not always followed, the results of this test seem to be of only marginal validity at best. It is estimated the child's present level of functioning is around the 6 year level.

On a combination of the Vineland and Maxfield-Buchholz Scales of Social Maturity, O scored somewhere between the 7 and 8 year levels. Again this should be regarded as a rough estimate.

It is important to note that both intellectually and socially O is functioning at approximately the same level reported two years ago. Inquiry was made of Mrs. R and she reports that until last spring, O had partial vision and was able to distinquish colors. But there was a flare-up of glaucoma and most of the sight she had was lost. She seemed to react very strongly to this and some regression in behavior apparently occured.

When mention was made of the coming Christmas vacation and going home O asked: "Will my mother be angry with me like she was Saturday?" Mrs. R further reported that the mother is quite "disturbed" after receiving word that her son in Viet Nam had been wounded, and apparently had difficulty in dealing with O.

The extent the above factors have influenced 0's behavior is not known, but it seems probable that much of 0's
poor performance in this structured and demanding situation
stems from her great desire to have her own way. The report
of her continued solitary play, her adherence to routine,
her manipulation of people and her screaming at the beginning
of the session are examples of her attempt to manipulate her
environment to get her own way. Because of 0's dependency
on and need to have Mrs. R present during the examination,
no independent evaluation of her behavior was possible.

Russell Jackson, M.A.
Intern in Medical Psychology
D-68

Frederick H. Kanfer, Ph.D. Professor of Medical Psychology/bc



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SRSONAL HYGIENE	Hote	- 17/a				
WASHING	bed beam	eme eltle ete eme	ets ets	eme 111e ete	enne 111 <del>0</del> ete	
Child Can:	N T	N T Q	T	T	I.	
1. Hold hands under water in basin	×	<del>_</del>				
	$\times$					
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Dry hands on towel	X				Ì	
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	X					
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HYGIENE cent.  SHING  That towal (paper) in wastabasket.  Bang towel on rack after using  Hang towel on rack after using  Wash part of face with hands  Wash part of face with washsloth handed him  Wash whole face with washsloth handed him  Wash whole face with washsloth handed him  Wash whole face with washsloth bended are  Wash neck  Wash neck  Wash arms	handed him anded him
1 54 V/ 71 ) A AA AA AA AA III III III	ERSONAL HYGIENE cont.  WASHING  Child sar:  1h. Put towal (paper) in r  15. Hang towel on rack af  16. Wash part of face with  17. Wash part of face with  19. Dip washaloth in wate  20. Wring washaloth and w  21. Wash neck  22. Wash ears and area ju  23. Wash arms

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PERSONAL HIGIENE GGILT.	BATHING 54	Child Can:	Sit in bathfub of water without fear	Play in bathtub of water	Play				Wash self	Wash						Put soiled towel in designated place	. Clean tub after bathing
NAME I. PERSONAI	B. BA	do.	1.	ດໍ່	iń	7.	, r	•9	7.	· ထိ	o'\	10.	11.0	12.	13.	•17.	15.

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Per	Personal	Hygiene cont.	700				
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	Chi 1	1		ŗΤ	T	T	T
	• 	Cooperate in having teeth brushed	×				-
	ત	Help brush teeth	×				
	, K	Snit out toothoaste and water	×				
	•	Brush teeth independently	×				
	<b>j</b> Lo	but toothussta on brush adequately					
	; v	Dince teath and month independently	×				
	• •	Wesh toothhmsh					
	• (	Rabin cocomoration of the second of the seco					•
	<b>°</b>	Fut toothorush in proper prace					
	o,	Find own toothbrush					
	10.	Put cap on toothpaste tube					
	디	Put toothpaste tube in designated place					
	42	Care for teeth without verbal reminder					

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PEH	PERSONAL HYGIENE cont.	5/7 J.J.		***************************************		
ë	HAIR CARE	975 b	e 7	- 6 9 Y	eη	<del>6</del> Ţ
	Child Gare	Men	men Jir Jad Jad	Tit	Nem Tit:	Nam Tit: Jat
	1. Brush hair	×			- 0	
	2. Comb hair					
	3. Part hair					
	4. Cooperate in shampoo of hair	×				
	5. Help shampon hair					
	6. Shampoo hair independently					
	7. Set hair style					
Ed •	CARE OF NOSE	<del>-1</del>				
	Child Can:	<u>.</u>				
	1. Cooperate in wiping nose	×				
	2. Help wipe nose	×				
	3. Help blow nose	×				
	4. Blow nose when handed tissue or handkerchief	×				
	5. Put used tissue in wastebasket	×				

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PER	SONAL	PERSONAL HYGIENE cont.	40	77			tot
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	Chi1	Child Can:	1.8 M	nsv Lîl	Del Lev Lev Lev	ish II BQ	ial LiT sq
	9	Put handkerchief in pooket			•		×
	7.	Get tissue from designated place	×				
	- α	Get mee and mut away used tissue or handkerchief					×
	• c	ďΨ					×
	•						
[조년 *	TOI	TOILETING					
	Chi	Child Can:					
	° 1	Cooperate in sitting on toilet seat for 5 minutes	×				
	ึ่งใ	Cooperate in using toilet for beme	×				
	'n	Cooperate in using toilet for urine (sitting)	×				
	, 1	Cooperate in using toilet for urine (standing)					
	יט ל ל		×				
	, 4		×				
	,	Bull elothing	×				
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Name ≅t₽Œ emaN 6141T "÷m.eV arcs N ្នួនt **a**ɗ SemsN E Edit E × ×  $\times$ sVd to⊸∂æЯ sanitary equipment without (girls) Ccoperate in wearing sanitary equipment glacks and button or snay Change sanitary equipment with help slacks Fasten front button on jeans or Use toilet paper when reminded Use toilst paper indapendently Fasten front snap on jeans Use toilet paper with hely Zipper clothing (jeans or Use toilet while wearing Fasten side zipper Univition electring SANITARY EQUIPMENT RESONAL HYGIENE TOTAL Buckle belt Toileting cont. problem Child Gar: Ç. 30 13 17. 15. 16. \$ 12. 10. 品 **13:4** Ç

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Name Title Oate emaN FitiT etaC Date LT4TE News elttT etau emeN etad Neme Ti tle Rated by: period independently Wrap and place used pads in designated place Change sanitary equipment independently Clean fingernails with nail brush Clean fingernails with file tip Care for self during menstrual Clean toenails with nail brush on fingernails toenails with file tip emery board on toenails clippers safely TOE NAILS Wash soiled clothing Sanitary Equipment cont. board FINGER AND PERSONAL HYGIENE cont. Use nail Child Can: CARE • Ŗ જં

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H	I. PER	RSONA	PERSONAL, HYGIENE cont.	47.5			
	H		DRESSING	Fetter in the state of the stat	e[:		   
		Chi	Child Can:	neN LiT	neN FIT FEQ	nsn Tit De	LŢŢ
		J.	Take off underpants	×			۰
		જે	Take off jeans or slacks (if unfastened)	×			
		Ķ	Take off jeans or slacks independently	×			
		-	Take off T shirt	×			
		Ŗ	Take off shirt if unfastened	×			
7 10		9	Take off shirt	×			
^		7.	Take off socks	×			
	•	<b>&amp;</b>	Take off shoes if untied or slip-on	×			
		6	Untie and take off shoes	×			
		10.	Take off dress if unfastened	×			
		11.	Unfasten and take off dress (front buttons)				×
		12.	Unfasten and take off dress (back buttons)				
		13.	Unzipper and take off dress (front				×
		, <del>1</del>	Unzipper and take off dress (back				
			!			•	

Holdene V X et ea FOIEN × × × X Record by: pi1( from above the knee cost on hanger independently panties coat on hanger (with help) Put on undershorts or panties if handed above feet SW68 Self coat on hook by armhole 180 kat coat on hook by hood or coat on hook anyway Parket or on undershorts Pull up shorts or panties if Pull up shorts or panties if SWeater or orer) laid ready (slip tere off buttoned SWOA ter put 20 jacket or Hang jacket or jacket or नुष्ठतस्वर १४ Sit Unsipper and and Hang jacket Take off Take off Pick up PERSONAL HYGIENE Hang Hang Hang hild Can-Pessing ထွ 6 ei Si 8

Date May. X X × Vame Sittl Date eare) Date Name Ottle Date Name Title × × × × × × × × × Mame Stor Rated by: clothing Identify back from front of undershorts or panties Put on undershirt correctly with verbal direction clothing Put on undershirt correctly and independently of Pick up and put on undershirt from pile laid ready Put on undershorts or panties correctly Identify back from front of undershirt Pick up and put on slip from pile of laid ready Put on undershirt if handed garment Cooperate in putting on undershirt Identify back from front of slip Put slip on if handed garment Cooperate in putting on slip ONAL HYGIENE cont. GIRLS ONLY Dressing cont. Child Can: FOR 39. 8 촧 33. 35. ᄶ. 32. 28. 8 8

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NAL	NAL HYGIENE cont.	J 74 JJ8				ם אין הסצג
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Jhi 1d	Cen:	1.T.T.	Nen Tî De	Ner TT De	Ds.	TI
• Ot	Put on slip correctly with verbal direction	×			,	
ij	Put on slip correctly and independently					
75	Cooperate in putting on a dress	×				
13.	Put on a dress if handed garment	×				
1	sand put on a dressady	×				
Ų	Identifu back from front of a dress					×
· C + Z	ָרָ <b>בְּי</b>	×				
-01	70					
41.	a diesa correction and in					×
70.	a dress will arps					×
5	A dress willen buccours the		<i>)</i>			
ż	2 × 2					ar
51.	Fasten a dress which buttons in back					
52	Fasten a side zipper	_				
53,	Fasten belt in front		_			
54.	Tie sash in back					
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SONAL	SONAL HYGIENE cont.					
Dress	Dressing cont.	Θ	9	e	6	6.
Child	Can:	Jame TitT eteC	emaN IjiT ejaO	omen Liil Tiil	Vame Titi Date	Name Titl Dete
55.	Choose clothing suitable for the occasion					•
36	Put on and fasten foundation garment independently					
57.	Put on and fasten long stockings correctly					
FOR B	FOR BOYS ONLY	<del></del>		;	.•	
28	Put on shirt correctly with verbal direction					
53	Button shirt correctly down the front	ì				
3	Button cuffs of long-sleeved shirt					
61.	Cooperate in putting on trousers					
62.	Put on trousers					
63.	Fasten trousers at waist				,	
611.	Zip trousers					
65.	Put belt through belt loops					
%	Fasten belt					
67.	Put on tie					

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NA	NAME		161				b1 +
ij		PERSONAL HYGIENE cont.	J-J.υ				ino Con
	I. Dre	Dressing cont.	97 97 97 90 1904	Ţ <del>9</del>		<b>9</b> [	
	Chi	Child Can:	Man Tit	Nam Tit Dat	ma <b>V</b> fit fad	msN ffT fg(	T44
	68.	Knot tie correctly					
	<b>.</b> 69	Match coat and trousers of a suit correctly					
	F0]	<del>(22)</del>	<u> </u>				
	70.	. Cooperate in putting on socks	< 				
	Ė	. Pull up sock that has been put over toes	×				
~ *	2		×				
,	C	The state of the south	×				
	· (2)						×
	·#!	Turn sock so meet ta in correct					×
	; ;	Put on socks correctly and incor-	×				
	<b>.</b> 0.	cooperate in purting on smoot	×				
			×				
	78.				_		×
	<u>ک</u>	79. Pull laces tight in snoe					
	ĕ	80. Cross laces to begin tie					
	80	81. Tie simple knot	-	_	_	_	
	άÕ	82. Tie bow knot				-	

II.

7.75	6	Name Oate Oate Oate Citil Cate Citil Cate Cate Oate				×						×	×	×		× -
0	EATING AND TABLE SKILLS conf.	Child Can:	15. Eat most foods	16. Eat whatever is offered	17. Use spoon with help	18. Use spoon independently	19. Use fork	20. Use knife for spreading	21. Use knife for cutting	22. Use fork edge for cutting	23. Drick from cup with help	24. Drink from cup alone	25. Drink from glass	26. Leave nspkin on	27. Use napkin with help	23. Use napkin when reminded

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	0	7961					
SATIN	SATING AND TABLE SKILLS cont.	<del></del>	уθ	J.	9: 19	trate of start.	
hile		Dat	Mem Tit Det	Mem Tit Dat	nsN tiT taa	Nen Tit	
8	Tee nankin without reminder	×				Ü	-
• •	oso mathematical and a second a						_
30.	Fold napkin	>					
뀱.	Eat without spilling on floor	<					
32.	Eat without spillang on table	×					~
	The hood or finger for "busher"						_
22.	use pread of times of the second seco					·	
京	Request seconds						1
75,	Ask for seconds quietly				_		
;						,	
ķ	Wait quietly for service	1					1
37.	Raise hand for service						<u> </u>
ă	Som nagara					×	- 1
į	pay process					×	
33	Say thank you	;					1
40.	Maintain good posture	×			1		- 4
-						×	
• •	ומדה להמזה מחל מוניון						

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II.

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ATIN	ATING AND TABLE SKILLS cont.	141 Story	ens etti ete	eme 11.6 ete	aine 111e ete	isme <b>Kar</b> 11tle 1ste Mou	
માાન	Can:	DS F.L.	T	T	T	I I	
œ	Use appropriate table conversation					>	
10	Refrein impreper actives						
<b>.</b>	Tell of the west of the first o	×					
• - <u>‡</u>	The state of the s					×	
ř.	Wash after eating with reminder					>	
ţó.	Wash after eating indepardently					<	
ָרָיָ 	Hea appropriate silverware		-				
•							
<u>-</u>	Pass Lowl of Cookies						
<b>169</b>	Pass plate of dry food						
50.	Serve self and pass bowl of fruit						
<u>51</u> .	Pour milk on cereal						
ૹં	Pour syrup on hot cakes, ste.						
53	Serve self and pass dish of juicy food			-			
拉	Serve self and pass platter of meat					<u>_</u>	.>0

III. PSY -- A. 50 -- 70

9		<b>778</b>	en Malinna, et els, delse es es estatutado de la companya de Colo, delse el estatutado de la companya de Colo, delse el estatutado de la colo d			
YCHOLC	YCHOLOGICAL ADJUSTRIENT					: / (amma, d. a. saffin V
SELF	ADJUSTMENT	42 er	eTe	eta	LJ O	ea
Chil. 4;		LTI	now fit bad hed		Ner Ti De	Nai T. Da
<b>.</b>	Seems depressed during group activies					
c.	Seems dayrassad when left to own devises					
i 1						
<b>.</b>	532					
+	Seems depressed on returning to school from home					
r,	Seems depressed when going to school from residence.					
\ \	Stems depressed when going from residence to school					
, ,	Criss with no observable reason	×				
α.	Can explain reason for crying					
5 0	Gives inappropriate reason for crying	×	- At-			
, ,						
ק	+ + + + + + + + + + + + + + + + + + +		-			
19,	unwanted by other chil	×				
43	ns to the point where routi	×			on the second se	
	are hal tea.					

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Y CHOLO	SYCHOLOGICAL ADJUSTMENT cont.			ugnandi kugungan seori se - Nekkasi ugnananan dahirki	گرستری به در سمور در مستوری به در سمور	
Selle	Self-Adjustment cont.		e [t	S.M. G.I.d. G.T.d.	om. ell ell ell	Meti Aeti
Child:		Da Ne	-	ŢŢ	ŢΙ	ŢŢ, Î
14.	Giggles when nothing seems funny to observer					×
15.	Does not explain what is funny when he giggle					
16.	Giggles when ebriously hurt					
17.	Uses foul words to get attention	×		,		
18	Curses others to show anger	×				:
19.	Curees to express frustration	×			ı	ř
SO	Purposely injures self by biting parts of body					
ਹ	Purposely injures self by tearing clothes					1
22	Purposely injures self by banging head hard					
24		×				
ें ते						×
j d						×
£7.	TO THE CALL					

	C					19	
HOL	HOLOGICAL ADJUSTMENT cont.					Ы" Н	
HOM	HOME ADJUSTMENT	_	er gjordine	Ġ,	Θ.	DIS.	
टागु		Neme Titl Date Nume	T##T Date	Name I ::: I Oste	Nam e Itit Pate		
•	Expresses fear of father		İ				
O	Wrnnesces fear of mother					×	
'nů	Ernresses fear of other family member						
•	Denistrate foot of ninishment at home					×	
<b>†</b>	The second of th						
ις.	Expresss fear that parents will punish for mis-behavior at school						
9	Is homesick and cries to go home						
7,	Is eager to go home, but does not cry						
- œ	Displays little emotion about visits home						
6	Is well adjusted to school-home changes						
`							

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	0	75				161 J
CHOLC	SHOLOGICAL ADJUSTMENT cont.	Ŧ				tot
SOCI	SOCIAL ADJUSTMENT	75 q per	e_[:	<u>e</u> ta	£Ţ <u>⊖</u> _	те <u>ў</u> ф Тер
Child:		Neme [41]	neN fir fed	Ner T.T. D.s.	Ner Ti BC	
-	Approaches other children with hostile intent					
ณ์	Rejects friendly approach of other child	×				
K	Tries to hurt younger children					
\ _=	Te amile to animals					
<b>.</b>		×				
ç	Unjects to paking the man	_				
<b>•</b>	Takes playthings away from others	+				
7.	Takes food away from others			_		
- α	majes to play with others					
• •	Tip of the second of the secon	×				
<b>ં</b>	rejected by ouners in into man	-				×
10.	y others in intorma		_			×
11.	; does not pe	,		_		
12.	Avoids other children in informal play	< ·	-	-	-	
13.	Can carry on a conversation	×	_	_	_ 	
, =		×			,	
74.				•	,	

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रगान पूर्व किया स्थाप Mem e Start × X Date eltiT emsN **Bate** emeN etsq elt:T emeN नगा मिल्ड भारत Name Hoff × Rerbed by: 3hi14 an other children for which adults either ano ther adults adult by certain child and made-up words adults other child from डब्रांप Something adults of Ü certain peer ģ asked by play with child uo. Some phrases some or ill questions asked recogniti from cont. Shows affection for affection for ಥ ಹ done expects punishment cont. absent protection questions acceptance aislikes dislikes OY YCHOLOGICAL ADJUSTMENT Denies having nomsessae Repeats words for SOCIAL ADJUSTMENT abont <u>۾</u> 98891 he he Auswers Answers Saeks Seeks Seeks Shows Says Asks 13 28° 27. 3 86 तं s S 23, 19° 18. ද් 15. 16. IJ 겂

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CHOLOG	CHOLOGICAL ADJUSTMENT cont.	144 LLV			<i></i>	TO.
SOCIA	SOCIAL ADJUSTMENT cont.	(S'	91	e1	<b>e</b> :	eŢ:
Child:		Dat	Jed Jed Men Jed Jed	Det Mew	Dat	usN trt tad
8	Seeks to play with child of same sex			_	+	
30.	Seeks to play with child of opposite sex					
K		×		ę	į	
32	Is courteous to adults					
, K	Te soneidersies of other children				;	
, , , , , , , , , , , , , , , , , , ,	បានប					
אָ עָּ	tas for				,	×
° ' '						×
ġ Ŗ	Cooperates in common asuse					
31.	Chora strong as Passertion	×				
, 0 , 0	Te estf. wonfident (less self-assertive)		ì			
10,	self-commerce (-cc.					
3 5	Thoms honesty hut is not always honest	unibasures •				
• ‡	The state of the s					

٩						Z9B
YCHOLO	YCHOLOGICAL ADJUSTMENT cont.	J F 8				
SOCI	SOCIAL ADJUSTMENT cont.	450	Ţ <u>θ</u>	J.	9 <u>7</u> 9	
Child;		Nem	MeW TIC Ted	meN tiT ts(I	Nem Tit Tad	2T.T.
·21	Shows self-control					
43.	Bites nails					Š
44.	Has a short attention span					
45.	Is noisy	×				
46.	Is developing a sense of humor					×
17.	æ					
48.	Respects the rights of others					
149.	Respects the feelings of others					
Ŗ.	Recognizes the abilities of others					×
<u>4</u>	Settles arguments quietly with help					
52.	Settles arguments quietly without help					ı,
53.	Is responsible for equipment		_	www.v.,		.
☆	Understands and follows simple rules					×

			<u> </u>	-	-	_	7
NAME	0		161 7				161
III.	PSYCHOL.	PSYCHOLOGICAL ADJUSTMENT cont.	70				140
	c. soc	SOCIAL ADJUSTMENT cont.	25 eq	(4) T. 9	E 14		17 en 6 14 6 4
	Chi	Child:	ns N f.t.T	New Tit	De. Tü	Dø	TI
	נו	The sections and follows simple directions	×				
	, c	office sections of the section of th					×
	Ŕ	can make suggestroms					×
	57°	Is aware of time but ignores it	;				
	<b>8</b> 2	Asks "Why"	×				
		6	×				
	3%	TO POSTERIOR DIM CORO	,			giantiguis/gialistica	
	.09	Has limited reasoning ability					
	. 61.	. Lacks judgement					
	67		$\times$				
	• • • • • • • • • • • • • • • • • • • •						×
	63.	. Can anticipate					a production of
	°†79	le indecisive	-			<b>47</b> ; 1= <b>3</b>	
	65.	5. Can make decisions			_		
	, <b>,</b> , , , , , , , , , , , , , , , , ,						
	5 •		<u></u>	· · · · · · · · · · · · · · · · · · ·			
	<b>50</b>	67. Is punctual		+			

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e e e e e e e e e e e e e e e e e e e	INSICAL DEVELOPMENT	170	ي موريا				
<b>K</b> 08]	MOBILITY	θT	<b>e</b>	9 J <u>9</u>	ŢĢ	:J <del>0</del>	
Chi]	Child Can:	TIE	New	MeM Tit Jad	MaM Tit Dat	meN tiT tad	
<b>9</b>	Crawl in any fashion		×	_			
i o			X			·	
1 [							
å	CERT III IIDIIOLA GALAL PAROCLII						-
4.	Grawl in cross pattern						
ۍ.	Creep in amy fashion						<del></del>
9	Greep in homologous pattern						·
							<del></del>
<u>.</u> 5	Good in order nattern		×				
o c	Stard with support						
, ,	Stand at all support	×					
:	Stand un without help from sitting position	×					
10.		×					<del></del>
13.	Welk holding to furniture	×					
1/1							

		717		19
SICAL	SICAL DEVELOPMENT			420
MOBILITY	TII.	9 1 305 6	€ Ţ	Zeī
Chil.	Child Can:	[JIT	Tit Dat Nam Tit Tat	meN ftT fed
-	Walk following wall			×
<u> </u>	Walt alona inside building	×		
• (1	Tolve on sidewalk	×		
10.	Wall- down sten with help	×		
• - ¤		×		
• C	dimb stone with help	×		
19.	Cillio Steps with the for another step).			
<b>8</b> 6	, v	X		
j 8		×		
) 0		×		
, <u>c</u>	Climb a flight of steps withou	<b>×</b>		
	Halk un remo	×		
י ל ל		×		
Ŷ.				

Ħ.

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KAVB	9						1961
IV. PHY	SICAL	PHYSICAL DEVELOPMENT					rota
Α.	MOBILLITY		e Ti	<b></b>	en en	£ 7.9	7 #4 C# T4
	Chil	Chil' Cans	II alv		T.T.	DEL	LîT Da
		Man hands (on hemmand)				_^	×
	3	Viale initial Via Samona					<b>×</b>
	·	Olap hatels to rayonm					×
	্র	Stamp feet (on command)					>
	<u> </u>	Stamp fort to rhythm					< :
	Tite	Jump (get both feet off floor)					×
	<u> </u>						
	÷ :						×
	ů.	Hop on one foot					>
	147.	Hop on either foot		+			
	1,8	Hop (alternating feet)					
	19	Gallop					
	6						
	2						
	<u>ب</u>						×
	52,	Run with help	1	†			

						e-miles ecritics		79
NAME		d		チ				יולו נינקיי
IV.		SICAL	PHYSICAL DEVELOPMENT:	कर्	<b>(4)</b>	Annual Contraction	@ ]	O e
	<b>A</b> •		MOBILITY	La el	[##T ##G	Meme Liti Tit Tit	Mens [41] [41]	meV tiT teQ
		27	Run wi thout hely but touching another person	×				
		抗	Run freely any pattern	×				
		55.	Run freely cross pattern					
		32						
		57.						×
		·						Algorian —
	æ		PHYSICAL SKILLS			·		>
_		° ~l	Do l or more forward rolls					<
		8	Do backward roll					
		ĸ	Do (number ) sit-ups					$\times$
		, <u>-</u>	, ,,,,,					×
i.								
,		•						
		٥	CIIMD rope					×
		-	Throw a ball					×
		ထီ	Bourse a ball	۵ 		•		

		on all segments, and an	of the state of th		278
PHYSICAL DEVELOPMENT:	ABEINA		9. ACMES J. TALBO S. S.		1700 1700
B. Physical Skills	e 9 T	(a)	(G)	er:	West To Take
Child Cans	Mam Tit Tad	Tit Det New	Tit Dec	Men TIT Ted	Ner TT:
					×
					×
10. Walk a balance(4) peam for 2 feet		-			>
11. Walk a belance(4" beam for 6 feet		+			<
12. Walk a balance(4,) beam for 8 feet					×
<i>r</i> -1					×
15. Alse up ou wear					>
14. Squat	-	1			<
					×
					×
16. Do modified Sit-up (note feet communication)					
17. Climb					X
(Horizontal Bars)					
12 Boute militain					
					×
19. Giri's pull-up	-	4			

NAME IV

DateMak Tiel Teacher ame N etaq Name Titl Date ®T.4₹L Newe Date Aug × 542 emen eltit Trof? ame N eltit eltit etal syd beteR on edge of large pool with feet in water Play with water toys in splash pool Fox? Enter large pool without help and play (small) Enter large pool with help 뇕 I ts Skin-the-cat Play in splash poel Play London Bridge S F-1 Sit in splash pool Simon Says Play What Time PHYSICAL DEVELOPMENT: Skills Stunt: Stunt Play Child Can: SWIMMING Physical (Games) तं 23° ଥ . ਹ S S S 5 • ູ່ເ 3

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NAME

IV.

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SICAL DEV			-	-	-	9
SWIM	SICAL DEVELOPMENT:				Market of the Control	67 th
ניקט	MING STATE OF THE	(£)	(2)	(8) (6) (8) (6) (6)	(Andreas )	W. J. T
1117	Child Can:	Neme Ljit Datie Neme	Carr Det	meN LitT dieC	Det. Jed	Man Ari Aro
0	Stand in corner of pool with adult					×
	Stand in sorner of poel without sault					×
	Wede around shallow end of pool without help					×
						×
	DO ACAGANGA TAL POST					×
<b>9</b> 1						
지 !	Put I'saa in watel					
17°	Sufmerge need in water.					
4	Hold breath under water					
15.	Expel breath under water					
16,	Turn head to breath in Invented process.					
T. (-	Float in prone position and regain standing position					
19.						

NAME IV. F

		The state of the s	Tech New New New New New New New New New New								
	PHYSICAL: DEVELOPMENT:		Chill Cans	Dog paddle	日本語、近日本語 日本語	Fination has be and massin standing position.			ME THE TAKE		Standing dive
NAME	IV. PHYSICAL	C. SWEDWEINS	Chris	à	ณ์	ç.	i ii	,	T L		29